

# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXII.

For the Week Ending June 30, 1906.

No. 26

OSSIAN LANG, Editor.

## Appreciation of the Teacher.

We have histories of wars. A reaction is under way. Commerce and industry and great social movements are now to occupy the center of the stage. Let us hope that in the reaction sure to follow upon the present reaction, the claims of education will receive their just due. Thus far the significance of schools and teachers has not been taken into account by the writers of history. Books purporting to give the development of peoples do not as much as refer in a footnote to the educators of the young. The glory of the teacher is recited on public occasions where teachers are present in large numbers, otherwise it is very little talked about. In fact, the public appreciation of teachers is something quite unusual.

People are better informed concerning the pedigree of a race horse than they are regarding those to whom a whole generation is indebted for its best possessions. All honor to the girl who suggested that a day be set apart by her schoolmates on which to show and express gratitude to their teachers! To her thoughtfulness is due also the principal feature of this special number of THE SCHOOL JOURNAL. Out of her proposition grew the wish to investigate to what degree teachers of prominence realize their indebtedness to their own teachers. Accordingly letters were sent out, requesting free expression upon this point. Replies received up to the time of this writing are presented on other pages and lend to this issue the character of an APPRECIATION NUMBER.

To me the most remarkable discovery is that nearly all of those who are reminded of the teachers of their early youth pay high tribute to some unheralded teacher who, toiling away in a seemingly hopeless field, probably never realized the good he was doing for mankind.

Quite as often as otherwise the teacher was some young woman whose influence shaped the destiny of a future leader. A typical case is that of a prominent grammar school principal, who said, in a conversation averted this subject, that the teacher to whom he was indebted in extraordinary measure, was a girl seventeen years old. Her enthusiasm and devotion kindled a bright light in the lives of her pupils. "She came into my life," the principal said, "when I was eleven years old and was just hungering for the encouragement and guidance that she unconsciously yet deftly supplied." How much it would have meant to that young woman to have known the sweet influence of her personality! Perhaps it was best, after all, that she should not realize it. The personality of the teacher labors for better or worse. The very fact that its effects are beyond the

ken should place us all the more on our guard. One function of pedagogy is to make the personality more forceful educationally. The teacher with technical training, therefore, will be able to increase his efficiency many fold.

However, our present purpose is to join hearts and voices in the praise of our teachers. If the present number of THE SCHOOL JOURNAL shall in any way contribute to the awakening of the world to its unpaid educational debt it will have abundantly fulfilled its object.



## A Look Ahead.

The keynote of educational progress in the past year has been closer adaptation of school programs to the actual needs of the school community, the State, and the Nation. The recognition of these needs represents in itself a revolution in the attitude of educators toward their work.

The traditional scholastic point of view was opposed to utilitarianism in every form. It insisted that *schola* meant leisure and tried to prove from this that only the ideal side of life should be cultivated at school. In its extremest expression it declared that going to school was equivalent to entering a convent, shutting out all thought of the dollars-and-cents world for the time being. Reading was called the key to the literature of the world; writing the tool for self-expression; arithmetic—after it had proved itself a fit subject for adoption—was lauded as a means for making fine ingenia, for developing intelligence.

In countries where idealism is ingrained in the life of the people, music and graphic art are included in the curriculum as matters of course. With us, where the hard sense of the pioneer rules supreme, they are not generally taken as of self-evident importance. Now the very arguments that sought to keep out the fine arts, tho missing their immediate objects, have by their inherent force transformed the whole school program. They have, in fact, established "usefulness" as a test. Thenceforth—and this means actually henceforth—the long despised practical considerations have been lifted into recognized prominence.

There is no immediate danger of going too far in the practicalization of school work—not in the elementary school. Traditional pedagogy, with its *mutare sperno* policy, is not easily stirred out of its moorings even by the clamor of the workaday world. When finally it does yield, because it must yield, it will leave modification enough in its trail, without

special aid at the start. A little radicalism will do no harm. We need another Colonel Parker.

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Industrial training and a more sensible program for the education of girls are the two problems which have risen to a point of eminence in recent months. Upon their rational solution will depend in a large measure the future of our civilization. There has been abundant discussion of the vital points of these subjects in these pages, and the present number adds illustrative material from the experiences of the technical high schools of Springfield and Manhattan.

Intimately connected with the subject of industrial training is the cultivation of the fine arts. Their wonderful culture value to humanity is as yet but imperfectly realized in our own country, but the hills are red with the promise of a new day. The work done by William L. Tomlins is alive. It issued from the sources of eternal truth. If you have ever heard the school children of Washington sing, you will have caught something of the spirit of the future, when music will be appreciated as an inborn need of the human soul. Here Miss Bentley is leading the way.

In the field of constructive art the schools of Manhattan and the Bronx have, under the direction of Dr. Haney, set a standard for the future to go onward from. In gardening and farming the progress has been most encouraging in the Central States. How to combine practical procedure with the cultivation of spiritual gifts is still an unsolved question. But out of the present interchange of experiments and ideas light will be generated that will illuminate the path.



### Dr. Thomas Hunter.

The recent resignation of Dr. Thomas Hunter as president of the Normal College marks the close of one of the greatest educational careers of the past century.

Having been called upon at a day's notice to write a short article relating to the work of this famous man, I will simply ask and briefly answer the question, "What has this man done?"

This question is suggested to me by one of President Hunter's favorite aphorisms which I have often heard him use in his morning talks to the girls of the Normal College, "A king is a can-do man." Therefore I ask, what has this man done?

Thomas Hunter built up the most celebrated boys' school New York City has yet known, "Old No. 35." Altho Dr. Hunter resigned from this school in 1870, its name is still a rally-call for his old pupils and only a few years ago "The Thomas Hunter Association" was formed to perpetuate its memory.

Secondly, Dr. Hunter was the first principal of the Men's Evening High School in New York City and his success in this advanced line of work as well as his previous teaching in the Saturday Normal School marked him as the man to organize Normal work in New York City.

Thirdly, Dr. Hunter organized the Normal College of the City of New York and has presided over it for thirty-seven years. Beginning as a High and Nor-

mal School with a three years' course, Dr. Hunter leaves it as a high school and college with a seven years' course.

From the beginning Dr. Hunter's aim has been to advance the academic requirements for the teachers' profession. He retires just as the seven years' course has been fully established, and his last public official act was to confer degrees upon the first young women to complete its advanced requirements.

The three institutions which I have mentioned, the school, the high school, and the college, are the outward signs of Dr. Hunter's work, but to know the man one must have heard him teach, tell a story, or must have seen him smile upon a little child. For back of all that Thomas Hunter has achieved is his extraordinary love of little children and his personal ability as a teacher.

This love of children is practically evidenced by the fact that Dr. Hunter, more than any other one man, aided in bringing about the abolition of corporal punishment in the public schools of the City of New York. This should be honor enough for one man but to him also must be added the honor of introducing the kindergarten system into the city. To show Dr. Hunter's early interest in the kindergarten, I will quote a paragraph from his report to the Board of Education for the year 1870. "The kindergarten system with its instructive plays, games, and amusements will attach the children to the schools, engender a love for books and studies, for regularity and order, and for freedom and justice. This plan of teaching is in harmony with nature, it takes up the work where the mother leaves off, and therefore prevents that sudden transition which so frequently shocks the child. Altho the Normal College is in favor of all improvements in the methods of teaching it is wedded to none. Wherever an appliance will simplify a subject, it will be recommended. Toys, blocks, colored balls, leaves, flowers, minerals, all that art or nature can furnish will be used in the unfolding of the youthful mind."

So ably, so enthusiastically was the training of teachers carried on in the Normal College in the seventies, that as each new phase of educational advancement has developed in our city, it has only seemed to me the natural outgrowth of the seed sown in those early days. "First the seed, then the ear, then the full corn in the ear."

Upon the acceptance of President Hunter's resignation by the Board of Trustees of the Normal College, he was appointed President Emeritus with a seat in the Faculty.

At a meeting of the executive committee of the Associate Alumnae of the Normal College, Helen Gray Cone was appointed chairman of a committee to prepare suitable resolutions to be presented to Dr. Hunter, and Miss Hester A. Roberts was appointed chairman of a committee to consider other appropriate recognition of Dr. Hunter's retirement.

JENNY B. MERRILL.



I wanted very much to include in the present number a word about Dr. Leipziger, who has developed a veritable people's university, for which thousands call him blessed. But this with other good things will have to go over to some later number.



The special souvenir Summer Number of THE SCHOOL JOURNAL is generally regarded by publishers as a most valuable medium for making known to the educational world their recent books. As many of them take advantage of the fact that the number goes to a very large number of readers to summarize their lists of most important books for the year, their announcements are worthy of special attention and should be read with as great care as the contributed articles.

## Teachers That Helped Me.

By SUPT. J. M. GREENWOOD, Missouri.

As I sit in my office looking backward at my school teachers, they rise up in solemn procession and come moving silently before me. Tho all are dead except one, so far as I now know, yet their influence has worked quietly in my soul from the early years of childhood to the present time. Such a sketch as this includes necessarily only those who taught me when a child, and excludes the great galaxy of teachers who have been the leaders of thought from the dim past down to those who stand at this time in the vanguard of progress among the foremost and most highly gifted of this wonderful age. A simple tribute then is offered in kindly remembrance of a few men and women whose lives overflowed into my life, and stimulated me to be somebody and to try to do something while I live.

None of my earliest teachers would now be rated very high in New York, Boston, or Chicago, in professional zeal, skill in imparting instruction, broad scholarship, or civic efficiency. They were not learned persons, altho one of them was exceedingly well-read, a ready and agreeable conversationalist, and later became a most brilliant professional man. He it was who started me in the "Old Blue-Back Speller," and I can see him now as he walked around among us in the school-room,—tall, erect, keen eyes, black hair, seeing what each was doing, fair, just, quick in perception, ready and apt in illustration, an unerring judge of human nature, and, withal, possessed of a keen sense of humor, a soul overflowing with fun, and always ready with expedients. His knowledge of pedagogy, psychology, theoretical and genetic, consisted in knowing human nature thru and thru in the ready-made form. He knew the books we studied in school; he owned quite a library of miscellaneous books, was well read in law and theology, and his knowledge was accurate. Under his instruction all the boys and girls learned rapidly. When I started to school, he often took me on his lap if he was sitting, or I stood between his knees, and spelled the words as he pointed to them with the little blade of his knife. To keep from wearing my book thru at the bottom with my thumb, he made me two big "thumb papers," one in the shape of a boat and the other in the shape of a rooster. I was told to keep one of these under my thumb whenever I was learning or saying my lessons.

He did not belong to any union labor organization. School took up as soon as he got to the school-house, frequently, in August or September, when the sun did not appear to be more than fifteen or twenty feet high; there was an intermission of about two minutes in the forenoon, the same length of time in the afternoon; and about one hour and a half at noon, when the boys played all over the neighborhood.

The classes for the little fellows were always small. In fact, except with the spelling classes that spelled twice a day, I generally "said my lessons alone"; but I read or spelled fifteen or twenty times a day, and so did all the little boys and girls who were not far enough advanced to cipher. We helped one another in our studies, and one sat wherever he could find a seat, and generally on a high bench if the teacher would permit, swinging his feet and legs vigorously to the rhythmic motions of his body as he learned his lesson.

In warm weather nearly all the children went barefooted, except the very large girls. I knew the feet of all the children as well as I did their faces. I do not now recall a single instance of a boy's or a girl's having toes pressed out of shape, or of one's having any corns on his or her toes. It was only when we were afraid of snakes, or when we went to meeting on Sundays that we wore shoes. All the

smaller boys went barefooted and kept it up till they were "old enough to begin to take notice"—of the girls!

This man's name was George W. Foster. He passed away more than twenty-five years ago, and his body lies in the cemetery at Louisiana, Missouri, on the west bank of the Mississippi. His kindness and goodness are remembered by men and women still living, tho only by a small number who were fortunate enough to be his pupils before he became a lawyer of marked ability. His conversations and concise directions had much to do in the formation of certain habits of mind that I either copied or imbibed from him. He belonged to a family of teachers extensively known in Virginia, Kentucky, Illinois, and Missouri.

My third teacher was a little woman named Lucy Thompson. She always called me "James," because that was my front name, but all my people and acquaintances called me "Mick," being the first syllable of Mickleborough, the Scotch family name of my great grandmother. "James" always had a strange sound, but that little angel woman knew how to tame wild boys. She knew how to get us to study and how to behave ourselves. There was something about her quiet manner that we felt, but it cannot be explained. It was a silent, deep influence. Many times a week her lithe form flits before my eyes, tho when she had taught one term she went away, and I have never learned more of her history. Whether she still lives, or whether she passed away years ago, I know not. But I do know and feel that she came into our young lives, and that she left an impress deep and lasting with me.

Much of her strength lay in her quiet manner of doing things, and she always knew what to do next without any hurry or bustle in turning from one thing to another. She was a refined woman whose perceptions of the appropriateness and fitness of things were unerring, delicate, and proper. It is said that the German peasant as he plows, has a beautiful conception in his mind that the man who invented the plow walks beside the plow all day, tho he is invisible. Some such influence as this, spiritual perhaps, accompanies some of us all thru life. Is this what is called spiritual immortality? To live in the lives of others is not to die!

I went part of a term to school to a man named Preston Underwood. At that time his health was feeble. I watched him closely, but I did not know then that the poor fellow had consumption. He was a good teacher, measured by any standard, and while I never talked with him much, yet I believe he had prepared himself well for his duties. In the neighborhood he was spoken of as a man who was a good scholar and a good teacher. His strength consisted in clear definite statements that seemed to settle all questions when he began to explain a complex proposition or a condition or situation. His mind was clear, and his example affected all his pupils who were advanced enough to think over what he said. When his school closed he went away, and I heard a year or two later that he had died. Others may have forgotten him, but I treasure the memory of that good, quiet, little man.

My last teacher, in the sense in which I have used the word in this paper, was Rev. William P. Nason, who still lives in Kirksville, Missouri. He was a great teacher, full of enthusiasm which never slackened. His love of teaching, his high character, his sympathy with his pupils, his inspiration, were perhaps more contagious than of any man I have ever seen, or known in the school-room. The shake of the hand, the hearty laugh, the open, frank character, sincere and true to the core, the measurement of persons for what they really are, his high standards of thinking and acting, the conscientious methods that he always pursued in doing even the

common things of life, all these things place him to me, as my greatest teacher. He gave me a clearer insight into the meaning and relative values of the common branches than any other one that I have known. He put as much or more conscience into what he did than any one that I have ever become acquainted with.

At four-score years, the warm handclasp; the ringing laugh; the bright eye, the direct and firm footstep, the sprightly conversation still are with him. His pupils are numbered by thousands. He lives in the memories and in the daily lives of thousands who for more than forty years came under his tuition. One of the unsung educators, but not unknown, is Rev. William P. Nason, of Kirksville, Missouri, whose life now flows on as peacefully as when he was actively engaged in the daily duties of teaching teachers how to teach.

### My Teachers.

By WILLIAM E. CHANCELLOR, Superintendent,  
Paterson, N. J.

I am very glad to have the opportunity of expressing the feelings of my heart regarding my own teachers. They were not all equally good, and they were very, very unequal in greatness. Some of the good and competent had so little personality or else taught me in periods of such intensity of my own personal life that they could make but little impression upon me. I do not remember even their names or faces. But some of the bad and incompetent I do remember: they were not many, for I went only to so-called "good schools." Now I know how very narrow and poor in curriculum even the best of these schools was; but most of my teachers were very conscientious men and women.

Perhaps the marked peculiarity of my education has warped my judgment of schools. I had but two women teachers after my eleventh year; one taught me Latin for two years, the other French for one year. Even in my elementary school course, the last two years, when I was nine and ten years old, I had as one of four departmental teachers a very able young man, by name Wilson, who, I believe, died of overwork before he was thirty. His specialty was algebra; and he made the subject so interesting and clear to small boys that subject and teacher were very popular.

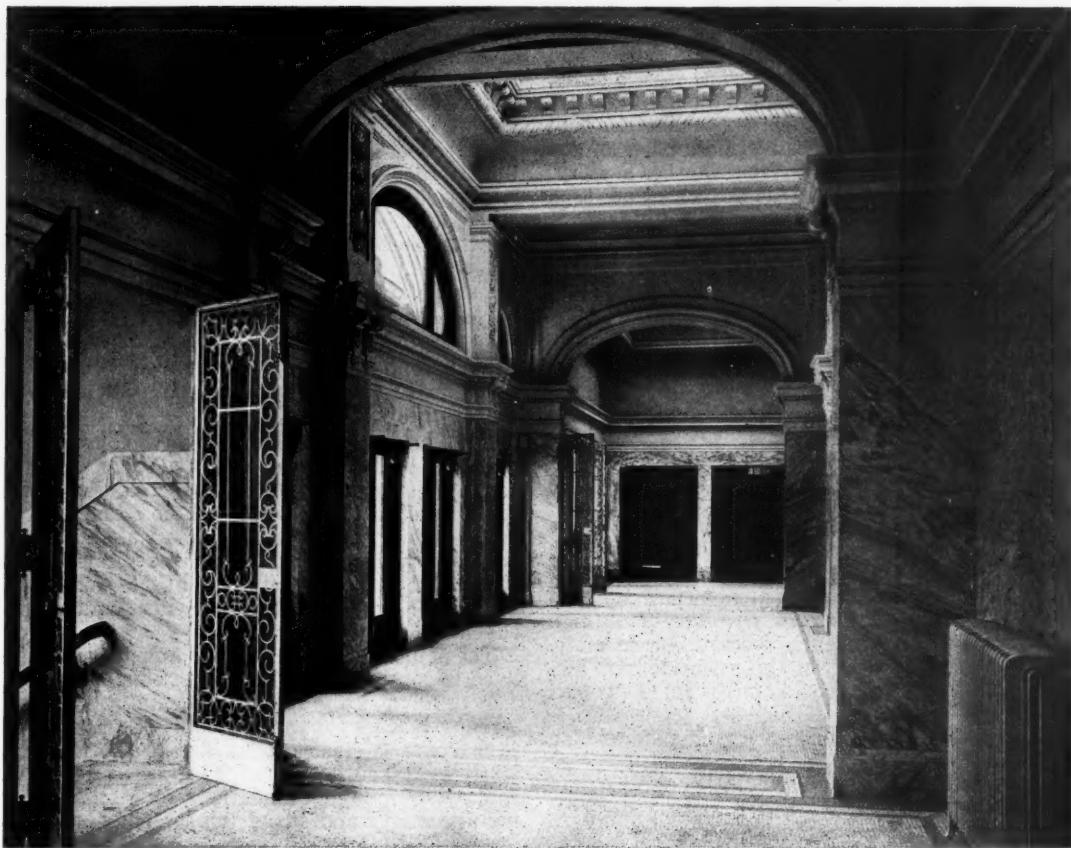
By far the most clearly remembered of all my teachers was A. Cary Field, of the Worcester High School. I had instruction from him thru three years of the four-year college preparatory course. I was a small, overworked, worried, underfed, anxious boy; and he was a small, overworked, worried, underfed, anxious man. He taught Greek, Latin, and English literature and composition. His was an intense nature, burdened by details, and over-conscientious. He had a small salary and a large family; and in order to make ends meet and to gratify a musical taste, added to his heavy high school duties by services as church organist. A few years after the graduation of my class, Field "broke down," had "nervous prostration." They took him to a sanitarium, and thought he grew better. An attendant accompanied him on a train home; when the train was traveling at full speed, Field stepped out of the car door, and from the platform plunged into eternity. It was not a case of being ground to powder between the upper mill-stone of enthusiasm for his subjects and devotion to his pupils; but it was a case of being stoned to death by this and that brute force of the world hurling their missiles at a truly and beautifully sensitive creature. The death of Field should be known as a pitifully instructive tragedy. A better teacher; keener, clearer, kinder, more industrious and zealous, never

taught in high school; and I loved him, and I mourn him. He made me understand Greek grammar, literature, and history; and he taught me never to write a word until I knew what the entire sentence was to be. Since then I have read Greek constantly, except in five years of complete or partial blindness; and I have diligently obeyed his precept. I went to college, and I have written books, because a frail, insistent, devoted teacher, as far as he could, enlightened and disciplined my soul at a critical period. The Worcester High School under Prin. Alfred S. Roe and Supt. Albert S. Marble had only good teachers; but Field was by far the best. As a man in middle life, I realize fully that my high school education was the most important feature of my life; and I have spent twenty-two years in school, college, and university as a pupil.

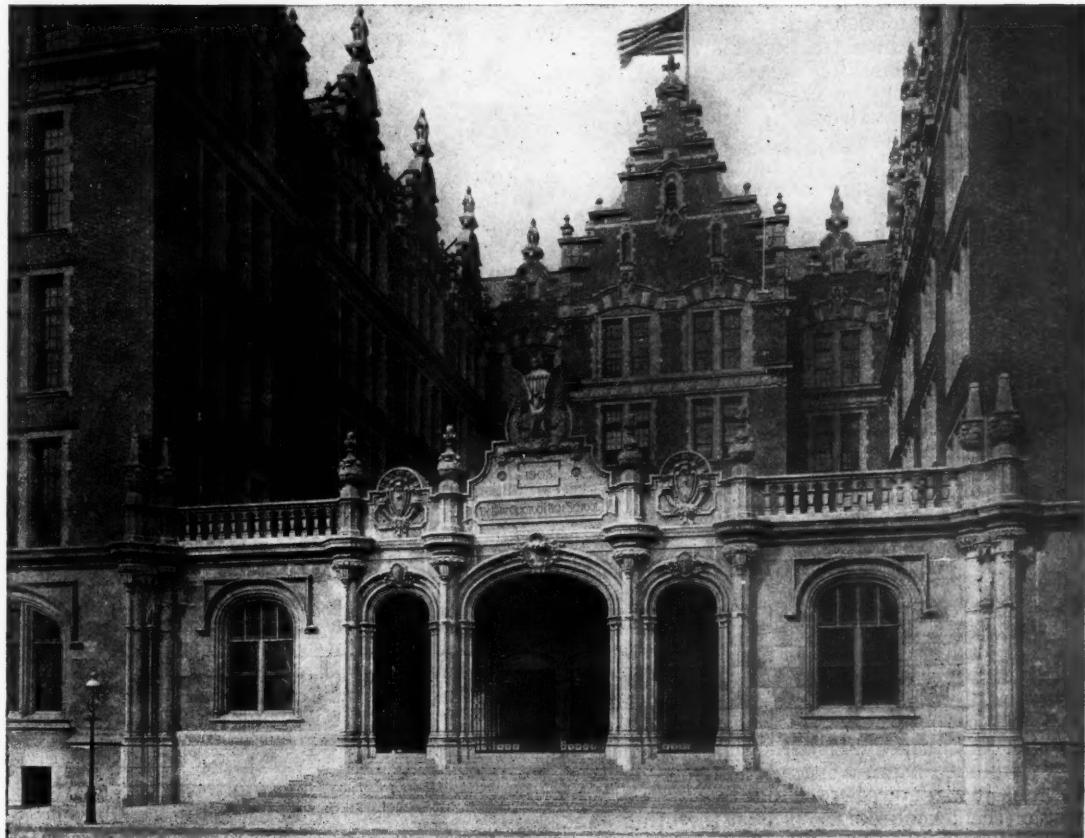
The Amherst College faculty in the years from 1885 to 1889 was not perfect; but it is much easier for me to discern in memory its excellences than its defects. I have met in my time just three men who seemed to me incredibly great, to whom my will surrendered,—James G. Blaine, Charles Pratt, and Julius H. Seelye. The last was the president of Amherst College in my student days. He had a marvelous memory, knew Aristotle, was a genuine philosopher, and believed in young men. He once asked me, "How do you account for the fact that reasonable men can act unreasonably?" He ventured other conundrums of similar difficulty with a freedom that awed me. I was, and am yet, quite certain that my thinking is to thinking like his as arithmetic is to calculus. I am glad that Seelye once lived, and that I knew him.

On the faculty was W. S. Tyler, professor of Greek; a lovely old man, very much concerned lest most of us should deserve eternal punishment and not come to a proper appreciation of Greek history, poetry, and philosophy in the original. I am not certain which worried him the more. There was R. G. Mather, a delightful teacher, who was kind to every one, something of a dilettante, a Greek in his interests but very much an American gentleman in his manners and character. H. E. Frick conducted the oratory department. He was worried about every man in the College. He seemed especially worried about me, but I know now that this was a delusion. He used to have long, private conferences with his students and worked late into the night, every night. I count it exceptional honor that of the two men whom Frick sent every year as teachers to the Brooklyn Polytechnic Institute, I was one of the two selected to go from my class. Another good man; but not so able, was Neill of the literature department, whom we liked more than we admired; but his soul was right, and he cared for us and for his work. He lacked strength and health; not the intent to minister. All these I loved and obeyed. They have all gone; Tyler in the blessed peace of honored old age, Seelye in his prime, an oak suddenly felled, Mather even younger, Neill an invalid for years, and Frick a victim of overwork, a martyr to his own enthusiasm for youth.

Some of that olden time are left,—Gamean, Esty, Harris, Hitchcock, "Young Tyler," Genung, Morse, Ceroles, Crowell, Emerson, Richardson, Elwell. I hope I have not omitted the name of one of them. Of all the faculty, Gamean marked me most deeply. It was partly the opportunity of his subject, philosophy, but it was mainly the quality of the man, his complete, pure, intense devotion to the essential cause of humanity, which is, of course, the recovery of divineness. I cannot comment upon the others; no matter how worthy they seem to me, for they are living parts of the world, not remote by disposition and by subject like the Amherst exponent of Hickok and of Hegel.



Foyer of the De Witt Clinton High School, Boro' of Manhattan, New York City.



East Court and Main Entrance of the De Witt Clinton High School, of New York City. Architect: C. B. J. Snyder, Supt. of School Buildings, New York City.

Since 1889, I have done graduate work in four different universities, but I have met only two great teachers, Smith of the Harvard Law School and Gordy of New York University. The plastic years, however, had passed. I studied for information, not for education. I have learned in America and in Europe how very much alike most parts of the world are. One star differeth from another in glory; and each high school and each college and each university is a star. *Fiat lux whether of sun or candle.* "There is no darkness but ignorance," as Shakespeare said.

I am quite sure now that as a student in school and in college, I differed from most other students in one particular: each study seemed to me a frightfully important matter. I was afraid not to learn each lesson and as much more as I could. I had no conception of and no relation to the social world. I had no conception of the external significance of becoming or being learned. In short, I was old-fashioned, an anachronism. Consequently, I feared each new teacher until I came to know and revere him. Perhaps if I had been taught by women teachers until high school graduation, I should have sustained a different relation to my college professors and studies. I have wondered about this a great deal. My conclusion has been that every co-educational high school needs as many men as women but no more, and that every course, even the scientific and mechanic arts courses, should have some women teachers.

I have also tried to construct in imagination an ideal teacher, a composite, as it were, of my own best teachers, rectified by insistence that they must not be victims of overwork. And I cannot construct such a teacher. Is it an illusion of age? Are not these young men and women of from twenty-five to forty who are doing most of our high school teaching to-day quite as ideal to their boys and girls as our teachers were to us? They do not know much about pedagogy as a science, I wish that they knew more, but did my own teachers know pedagogics theoretically? I doubt it. If they had, some of them would, I am sure, be living yet, for the hardest kind of teaching is that done in ignorance of psychology and of pedagogy. To teach from mere knowledge of the subject to be taught is to teach by main strength. I am sure that of my own teachers at least three died victims of teaching without science or art and that two are living as neurasthenic invalids and hypochondriacs for want of technical knowledge and skill. How gratefully I forgive them! I, the pupil, suffered but little. They, the teachers, bore all the burdens.

For we must reform the high school, the college, and the university, converting them into educational instruments, but not sacrificing an iota of their scholarship, rather exalting it, adding to it the strength and balance of educational science and the beauty of the art of teaching.

### John M. Turner.

The teacher to whom I feel most indebted was a man who never attended a college or any other institution of learning beyond the country schools. He was, however, a man, every inch of him, and was, at the time he was of most service to me, at least thirty years of age. He taught school during the winter and farmed during the summer. He was a serious-minded man, a little too serious perhaps, for I think it was not easy for him to appreciate the humor of the school-room. But on the other hand he was not stern and forbidding, and his sympathies were keen.

The traits of character that impressed me most

were his sense of justice, his frankness, and his honesty. I recall that once I together with three or four other boys slipped away into the woods at the noon hour and was initiated into the mysteries of seven-up. Time went faster than we anticipated and we were unable to get back in time for the opening of school in the afternoon. We remained out all the afternoon and at the close of school went to our respective homes. But before parting with the other boys I explained to them that I intended to tell the teacher the facts about the matter so far as I personally was concerned, and urged them to do the same, and to this they agreed, tho at first they were disposed to tell the teacher a plausible story that was untrue.

I am confident that I was moved to explain the situation to the teacher thru the influence of his character upon mine.

His scholarship was limited to the common school branches, including algebra, but in so far as any man can be a thoro scholar in these branches without going beyond them, he was a thoro scholar. I have never known any other man who was so quick and accurate in grammatical analysis, arithmetical analysis, and for that matter, I might add, all phases of the subject matter connected with common school education.

The name of this teacher was John M. Turner. He lived in southern Ohio and never taught a school of a more advanced grade than a country school. He was my teacher for three or four years, or from the time I was twelve years of age to the time I was sixteen. I feel that he helped so far as he was able, to lay in me the foundations of intellectual and moral honesty and sound scholarship.

C. P. CARY.

*State Superintendent of Public Instruction, Madison, Wis.*

### He Taught the President of the N. E. A.

In a little red school-house in the country my tenth year brought me under the influence of Jacob Miller, a teacher who could inspire the sense of something to be achieved. He afterwards became a county superintendent and a book agent, but I shall always remember him as a teacher. His skill in imparting knowledge produced in me an intense admiration for good teachers.

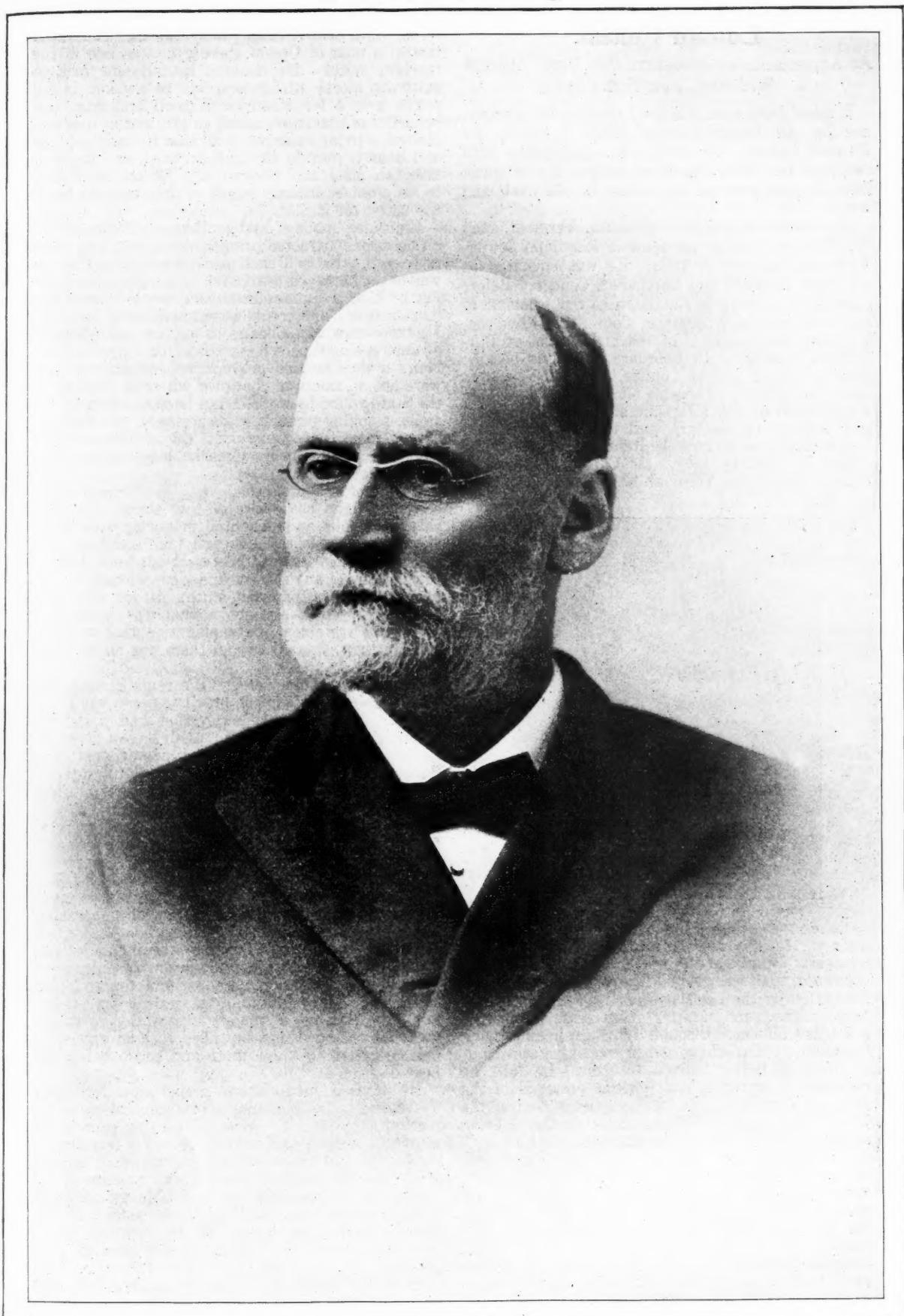
At college and at the university I sat at the feet of many men who surpassed him in ability and scholarship, but very few who were his equal as teachers. The molding influence which he exerted led me to shun teachers who were unskillful and uninteresting, and caused me, while at the university, to hear men in fields of investigation remote from my own studies—men like Helmholtz in science, Windscheid in law, Curtius in philology, Droysen in history, and Zeller in philosophy. It was a delight to study their methods of presenting truth. Among them all I never found one who was the equal of Harnack, then a young privat-docent at Leipsic, now the most famous professor in the theological faculty at Berlin.

Said a successful business man not long ago, "I never had one good teacher in all the years I spent at school." What a misfortune it is for a child to pass thru school without finding one first-class teacher in any of the grades.

A good teacher is worth her weight in gold. A poor teacher is too dear at any price.

NATHAN C. SCHAEFFER.

*State Superintendent of Public Instruction, Harrisburg, Pa., and President of the National Educational Association.*



**Dr. William T. Harris.**

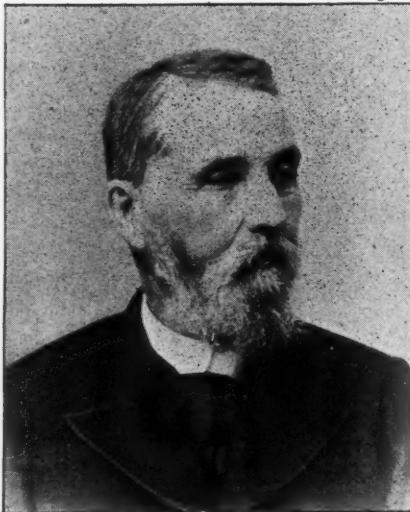
America's Great Educational Philosopher, who has just retired from his position as United States Commissioner of Education.

## Edward Conant.

An Appreciation by ASSOCIATE CITY SUPT. ANDREW W. EDSON, New York City.

If asked from what teacher I received the greatest impulse for better directed effort, I should say Edward Conant. An intimate acquaintance with this man for thirty-five years enables me to speak from a close personal knowledge of his work and worth.

Mr. Conant was born in Pomfret, Vermont, May 10, 1829, and died at his home in Randolph Center, Vermont, January 5, 1903. He was educated at Thetford Academy and Dartmouth College. Before entering upon work in Randolph he was principal of the academies at Woodstock, Conn., and Royalton, Vermont, and principal of the high school at Burlington, Vermont. In February, 1861, he became principal of the Orange County Grammar School at Randolph Center. Thru his efforts the Legislature was induced to take a forward step in the education and training of teachers, and the Orange County Grammar School became the Randolph State Normal School in February, 1867. Mr. Conant thus became "the father of the Vermont Normal Schools," and



The late Edward Conant.

for nearly forty years he was the leading teacher in the State. He was elected State Superintendent of Education by the Legislature in 1874 and held that position six years. During these years he exerted a marked influence thruout the State in improving the methods of teaching and in creating a sentiment in favor of better trained teachers. In 1881 he returned to normal school work as principal of the Johnson Normal School for three years, and of the Randolph Normal School until his death. During all this time Mr. Conant was actively identified with the State Teachers' Association—was its president twice—with the American Institute of Instruction, and with the National Educational Association. He was the author of several well known text-books. He was also an earnest worker in the Church, a Sunday School teacher and deacon in the local Congregational Church, and was frequently a delegate to Sunday School conventions and church gatherings. His determination was to be much more than a mere "schoolman."

Among the traits that stand out most prominently in the minds of all students who had the good fortune to be under Mr. Conant's tuition, are the following:

*High moral character.* He was a man of positive

ideas, firm convictions, lofty ideals, cultivated tastes, a man of God if there ever was one in the teaching ranks. He made it his supreme task to cultivate moral intelligence, and to awaken in his pupils a love for whatever is good and true and beautiful in literature, in art, in life, and in conduct. He was a living example of all that he taught—true and honest, pure in thought, in word, and in deed, unselfish, kind, and reverential. No one could live in his presence for any length of time without being the better for it.

His quiet, modest, and gentlemanly demeanor on all occasions attracted attention and won him hosts of friends. He had such perfect self-poise that he was never betrayed into harsh language. A searching look or a humorous remark would silence the most forward and troublesome member of his class. I never knew Mr. Conant to say an unkind word against a single person, in school or out of school. Many a time he had provocation enough, for they were not all saints in the town where he lived or in the State where he worked, but he would turn with a smile, a joking remark, a keen glance, or an apologetic defense that would excite the admiration of all who were witness to his remarkable self-control and Christ-like spirit.

*Close and accurate scholarship.* Mr. Conant was a student in the best sense of that term. He lived with his books and delighted in poring over books that most people call dry and uninteresting. His mind moved in straight and clear-cut lines directly to the heart of any subject under consideration. He had a reverence for exact truth. In his mind any variation from a straight course was wrong. A definition, statement, or explanation that was not exactly right, was all wrong; there was no half-way ground.

He never wasted words. His remarks and suggestions were the soul of brevity; every word was carefully chosen; every expression had a definite meaning. His thorowness in analyzing a word or sentence left a lasting impression upon every student under his tuition. He had a wonderful gift for bringing forth new light and fresh thought from any subject under investigation.

*Great teaching ability.* In every class exercise, Mr. Conant's moral character and close scholarship shone forth with remarkable clearness. His ability to hold the undivided attention of his class, his clear and well-expressed questions, his insistence upon absolutely correct answers were striking characteristics of his teaching ability.

He had a peculiar faculty of awakening an interest in any subject under consideration, of cultivating thought and expression, and of stimulating to higher conquests. Many and many a student has left Mr. Conant's class-room thoroly dissatisfied with his own lack of knowledge, but filled with an irresistible determination to know more and to do better the next day.

He himself made thoro preparation for every lesson and he insisted upon thoro preparation on the part of every pupil. In each teaching exercise he strove to present the right occasion for learning, to direct the pupil's activity while learning, and to stimulate the pupil to the highest exercise of his faculties. He made the method of investigation of greater importance than the facts gained in the investigation. Habit training he regarded as of first importance, and thorowness the chief of good habits.

Edward Conant was a great teacher. He lived to some purpose. With St. Paul he could truthfully say, "I have fought a good fight, I have finished my course, I have kept the faith. Henceforth is laid up for me a crown of righteousness." Hundreds of his former students thruout the land have arisen to call him blessed.

## Mr. Frisbee.

Du Boies D. Frisbee, former teacher, in the last part of his life principal in New York City, and now retired, was my teacher for two years in the graduating class of Grammar School No. 11 West Seventeenth Street. He did the great thing that was done for me in my school life—he taught me to think for myself. He never helped me except when I could not help myself, and when the educational pendulum swings back to such a sensible course of procedure, the invertebrate population will be smaller.

Mr. Frisbee was a clear-headed teacher. He thought clearly, developed his ideas with great skill, and demanded results. The latter characteristic is what makes him such a novelty among teachers. I believe he is yet alive and I am glad of the opportunity of paying my sincere tribute of loving remembrance to the man who taught me how to dig.

B. C. GREGORY.

*Superintendent of Schools, Chelsea, Mass.*



## Arthur I. Brown.

I left school quite young, as I supposed for good. Returning to my home the next fall for a visit, the boys said, "Remain and go to school with us this winter. We have a fine teacher." I was persuaded.

Instead of pestering us with geography which we disliked, we had a small book on astronomy. Instead of parsing and analysis, we had talks on literature and science—such a thing was never known before in that village. This man induced me to remain and take algebra in the spring. He started me in Latin in the fall. He had me teaching in two years. He handled others in the same way. He knew human nature.

He taught the village school for nineteen terms and in my judgment did more for education there than all the other teachers combined, for years. This man had not gone far in books, he fully appreciated the lack of college training. He knew seemingly by intuition the pupils that ought to be advanced. He had the idea of correlation before the word ever came into use much educationally. He was one of the rare men teaching on modern lines some forty odd years ago.

He was one of those teachers whose names deserve to be perpetuated by those who owe to them the inspiration given when needed, and whose whole-hearted devotion deserves recognition here and now. While I have no doubt that my teacher's name is on the books of the Recording Angel, still I think it ought to be recorded in this life. The school was at Weeks Mills, China, Maine. The teacher's name is Arthur I. Brown. The last that I heard from him was that he was Assistant Secretary of State, and located at Augusta, Maine.

G. A. STUART.

*Superintendent of Schools, New Britain, Conn.*

## All Hail, Lowell!

A confession of indebtedness not so much to any one teacher as to a whole line of teachers, and particularly to the community which liberally supplied those teachers as well as the other necessary apparatus of education, appeals to one frequent contributor to THE SCHOOL JOURNAL as absolutely appropriate to the symposium Mr. Lang has proposed. Let a good word be said for the typical American city—Lowell, Massachusetts, in the particular instance, but there are a hundred others—in which a population that toils hard has for many years contributed more than generously from its resources to give its children the best available educational opportunities.

If no other argument were present to demonstrate that the people of almost any one of our communities are capable of administering affairs that come close to their welfare, the memory of years' schooling from the fall of 1875 to the spring of 1888 would make this individual graduate of Lowell public schools a good—and, as he hopes—sensible socialist. Improvements in educational science have taken place since a little group of '88 graduates from the Lowell High School went to Cambridge and took all sorts of honors in the Harvard entrance examinations; but for the efficiency that had already been reached at that date the city itself deserves commendation. The right spirit must have been present in a long line of school boards who supported the policies of a series of good superintendents. Reasonably live remembrance does not recall a single teacher, from the first beginning in a wooden primary school building on School Street, thru the five grades of the old Bartlett School, on the North Cannon and the four years of strenuous high school studies, who was not at least reasonably expert as an instructor and who did not exert a salutary ethical influence. Several, of course, might be singled out for much higher praise than this; but the remarkable circumstance was the high average of character and efficiency. The teachers and their teaching were distinctly better than the generality of the community. There was a levelling upward all the way thru—as there almost invariably is in enterprises which have an over-individual value.

Defects? Surely. Plenty of them. But they tended toward disappearance. It was—and beyond doubt it still is—a good system of schools; and every one of its graduates who finds himself better equipped than his parents ever were equipped for the duties of social service and economic productivity will probably join in rendering thanks to his own parents and to the aggregate parenthood of the community which was expressed in the scheme of public education. So, here's to the modern city, with its well-kept schools, its treasure-house of books, its trained specialists who convert the various material advantages into spiritual profit. Prost Lowell. Prost every other good American town.

FREDERICK W. COBURN.



Central High School, Pueblo, Colorado.

## Superintendent Yocom's Tribute.

Doubtless the most positive influence exerted upon me by my teachers was thru the thousand and one incidents of school life which are unremembered, but of whose aggregate effect retrospection makes one vaguely conscious. In my case, however, as in many others, the chief inspiration came from the home.

William Reem, who I believe is still at the head of a grammar school in Altoona, strengthened my moral backbone a bit by calling the roll at the close of each day and having us tell whether or not we had talked or "communicated with" other pupils. Few pupils lied, and the majority tried hard to keep from breaking the law. His discipline was severe, but we liked him none the less for it, and cheerfully contributed toward his Thanksgiving turkey.

Perhaps the greatest debt that I owe him, in conjunction with Dr. Brooks, was the combined insistence of teacher and text-book writer, that I should

recently been informed that Mr. Hughes is teaching in the State Normal School at Shippensburg, Pa.

The fact that I have no very specific obligations to recall makes my general gratitude to my old teachers none the less. I welcome the chance to express it.

Chester, Pa.

A. DUNCAN YOCUM.

## Mary Downer.

An Appreciation by SUPT. S. R. SHEA,  
Kingston, N. Y.

The first teacher who ever really spoke to my soul was a woman, and take her for all in all, she was a woman the like of whom we seldom see. She was not large in stature, but she was supremely great; she was not handsome, yet to me she was wonderfully beautiful; her features were not altogether regular, but as I saw her then and as I remember her now, her character was without flaw. Her voice was not loud, but she had eyes that spoke volumes; she was never domineering, but her very spirit of helpfulness made her a remarkably strong executive.

I did not know then; and I do not know now, what her educational advantages had been, but she knew me, and I think she knew equally well every boy and girl in her room. She knew how to inspire self-activity, and she seemed to unconsciously create high ideals on the part of all her pupils. She seemed to know by intuition the predilections of each one; and I have in later years met many of her pupils who date their real beginning from that time.

She never prejudged a case of discipline, and she always judged justly. She never forgot either plaintiff or defendant and she always remembered; the standpoint of the child. She must have been an optimist, because her words of commendation far outweighed all adverse criticism. She was

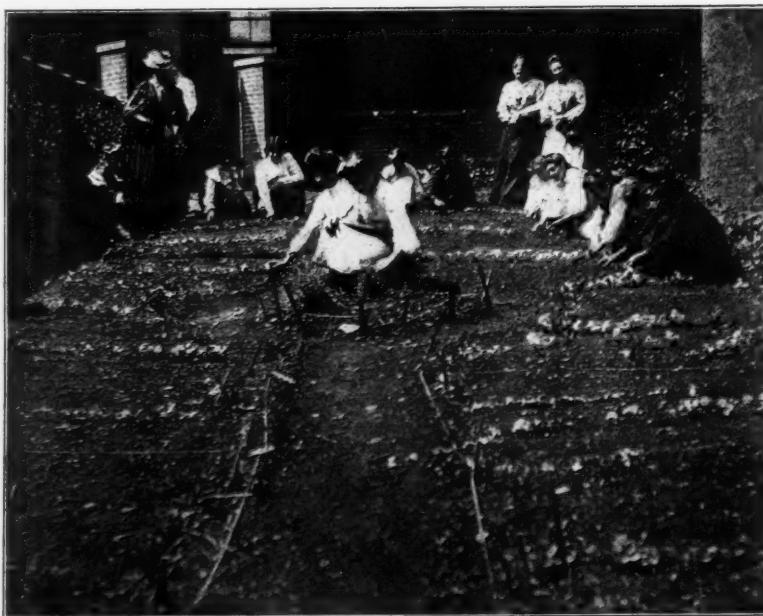
mistress of her room because she was mistress of herself. Our troubles were her troubles, and every boy swore by her. She was kindly courteous to every large boy, and courteously kind to every small boy.

The girls believed in her just as thoroughly as did the boys. She sympathized with them in their difficulty; she strengthened them where they were weak; she encouraged them whenever they were disheartened, and she acted as arbiter on occasions when civil war seemed inevitable. As I think of the spirit which pervaded her school-room, it seems to me "Of such is the kingdom of heaven."

I remember that a very large, red-faced young man occasionally called at the close of the school to accompany her home. Because of this, every pupil hated him, but she married him, and then she was no more.

If this should come to the eyes of Mary Downer, she will realize something of what she was to those boys and girls whom she instructed during her last term of school.

THE SCHOOL JOURNAL takes its annual vacation the first two weeks in August. There will be no number published for August 4 or 11.



Hancock School Garden, Boston, in May, 1903.

Courtesy of the *Federation Bulletin*, Boston, Mass.

work out my examples in partial payments until I got the printed answer, to the last mill. It may not have been worth while arithmetically but it was fine moral discipline.

Frank S. Miller; a graduate of the Millersville Normal School, was my high school principal in Everett, Pa. My chief recollection of him is his participation in our athletic sports, where he won our admiration and regard without in any way laying himself open to disrespectful familiarity. I have little doubt that it was his example more than pedagogic theory, which led me as a young teacher to try to get in close touch with the schoolboys. Mr. Miller died young, but not until successful work in Pierce's Business College and in a superintendency in the coal regions—Mahanoy City, I think,—had given every promise of a successful career. During this same period I came for a short time under the instruction of a Mr. Hughes—"Professor Hughes" he was always called by his fellow citizens, more on account of their respect for his knowledge of the languages and science than from the position that he temporarily held. To my boyish mind, he was the personification of learning, and the respect in which he was generally held, helped, I am sure, to increase my reverence for the thing personified. I have

## Periodicals for Teachers.

The readers of THE SCHOOL JOURNAL may be interested in the other educational periodicals published by us.

*Teachers Magazine* is the largest, most beautiful, and most carefully edited periodical published in the interests of teachers in the primary and grammar schools. Fifteen teachers of recognized reputation have charge of departments representing the specialties in which they are particularly strong. The program for 1906-7 is unquestionably the most comprehensive and attractive one ever mapped out for an educational publication. A copy of this program will be cheerfully sent upon application. (Ten numbers a year, \$1.00.)

*Educational Foundations* deals with fundamentals. It discusses systematically the great principles of education. It is the only magazine occupying itself with the various aspects of the history of education. The processes which make teaching effective are clearly presented. School organization and administration are carefully considered. Educational psychology and child study are regular departments. The classics of education are reprinted with comments. Questions (with answers) for examination and review form a regular department. *Educational Foundations* has for sixteen years steadfastly adhered to its original plan of supplying broad, progressive, and carefully planned courses of reading for teachers and those aspiring to teach. Being really a serial text of pedagogy it occupies a unique place among professional periodicals. Many superintendents and principals adopt it year after year as a basis for professional reading and discussion. It appeals especially to reading circles, normal classes, and study clubs where discussion may supplement individual study. Serious students of education regard it as a profitable and most convenient text of the history, philosophy, and practice of teaching and school administration. Its monthly appearance offers the advantage that it does not

permit the element of novelty to wear off and keeps up an interest in systematic professional reading for a whole year at least. The program for 1906-7 may be obtained on application to the publishers who will cheerfully answer any inquiries.

*Our Times* is a weekly journal of current events, recording the significant news of the world in a concise and attractive form. It gives valuable summaries of scientific progress, geographical discoveries, and such information as will aid in the intelligent interpretation of the history of our times. Its character makes it especially suitable for school use as a periodical supplementary reader, or a text-book of current history. A circular describing purposes and plans, and a sample copy, will be supplied on request. (Forty-two numbers a year. Subscription price, \$1.00.)

## THE SCHOOL JOURNAL

### A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 35th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

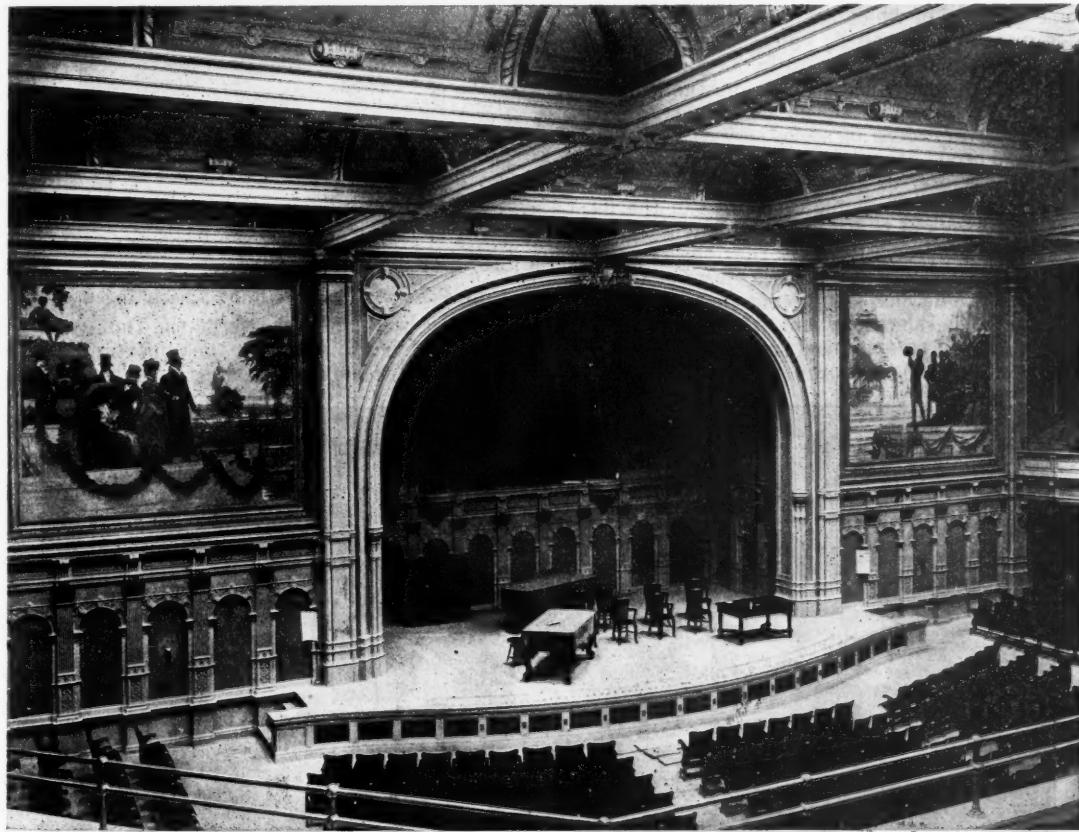
From this office are also issued two monthlies—*TEACHERS MAGAZINE* (\$1.00 a year) and *EDUCATIONAL FOUNDATIONS* (\$1.25 a year), presenting each in its field valuable material for the teachers of all grades and the student of education; also *OUR TIMES* (current history for teachers and schools), weekly, \$1.25 a year. A large list of teachers' books and aids is published and kept in stock.

A. S. BARNES & CO., PUBLISHERS

ELIZABETH, N. J.  
16 Jefferson Avenue.

NEW YORK.  
11-15 E. 24th Street.

THE SCHOOL JOURNAL is entered as second-class matter at the Elizabeth  
N. J. Post-Office



Auditorium and Stage of the De Witt Clinton High School, Boro' of Manhattan, New York City.  
Supt. of Buildings, C. B. J. Snyder, Architect.

## Recognition of Teachers' Work by Their Pupils.

BY HELEN LOUISE COHEN, Girls' Technical High School, New York.

The editor of THE SCHOOL JOURNAL has expressed the opinion that the Appreciation Day celebration recently conducted by high school girls involves an element in social education so important as to warrant the preparation of a detailed account of this unique festival. He has asked me to report it in full. It was as new to me as to him, but as one of the guests of members of my class I shall attempt to describe as much of the affair as I can.

Last summer at a conference I heard a distinguished English teacher say: "I have not always been certain of my success in teaching but I have come to feel that much that goes in as literature comes out as character." At the Girls' Technical High School it is our confident aim to furnish the subject matter



Miss Matilda Greenberg.

of our instruction in such form that it may easily become the stuff of which characters are built. Our students are the interesting young women who in a few years are going to exert an important influence, economic and, we hope, ethical, on the city. In order that they may have the greatest power for good, there are certain ideas of social service with which they should become familiar in their high school term. [These ideas are, of course, implicit in all their work, in the most academic as well as in the most technical subjects of the curriculum, but it is on an occasion like Appreciation Day that the beauty of altruistic social relations becomes most evident to our girls. It is at such a time that they realize that all the initiative, alertness, and efficiency that they can develop is best employed in the service of the community.

I had the privilege of co-operating with the earnest; energetic students who planned and carried out the program for Appreciation Day. It was a rare pleasure to take part in the happy preparations of the schoolgirls. The very idea of the reception originated with Miss Matilda Greenberg, a first year student of ours, a graduate of P. S. 44, Manhattan.



High School Girls Looking for the Arrival of Their Former Teachers, on Appreciation Day.

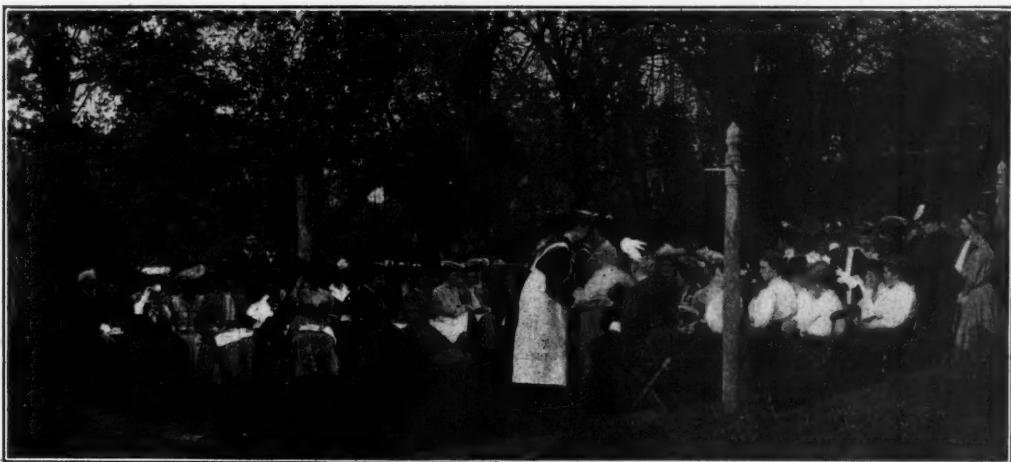
Her suggestion of a public appreciation of the teachers of the elementary schools was presented at a mass meeting of the school.

### A Practical Attempt to Bring Schools Together.

The girls were enthusiastic at the thought of renewing old friendships and at the opportunity to tell their former teachers how success in high school was



A Song in Praise of Teachers, on Appreciation Day.



Girls of the Technical High School Entertaining Their Teachers, on Appreciation Day.

clearly due in great part to the faithful and talented instructors of the earlier years. We teachers were delighted with the fine spirit of appreciation shown by our school and we waited while the student committees planned the features of their entertainment. It meant much to us to feel that the ugly gap which had once separated the high school from the grammar school was in a fair way to disappear thru the efforts of the pupils themselves. This establishment of an articulation between elementary and secondary schools has been a pressing enough problem elsewhere but it has been especially urgent in New York City where high schools are of recent establishment and obliged to win the friendship of the workers in the school system. Our educational societies have learnedly discussed it, but the practical beginning has been made by young girls.

Presently their invitation was ready to be sent out. It read:

"DEAR FRIEND—We have Decoration Day, Graduation Day, and other memorial occasions celebrated in the schools. For some time the students of the New York Girls' Technical High School have been discussing how they might give expression of gratitude for what has been done for them in the way of advantages and they have agreed to celebrate APPRECIATION DAY in honor of you and others who have helped them along the road of life. 'Thanks felt but unexpressed' are like sweet fruits untasted. We want to give a thanksgiving celebration directed personally to those to whom thanks are due. You are therefore expressly and cordially invited to be the guest of your friends and to receive expressions of their gratitude and affection. We are sorry that we are divided among four buildings, but perhaps this very fact may make us more likely to have the pleasure of your attendance on one of the days of the celebration.

Yours cordially,

STUDENTS OF GIRLS' TECHNICAL HIGH SCHOOL."

This invitation was sent by the girls to their former principals and to their teachers of the elementary school. Seven hundred acceptances were received.

The elementary schools dismiss at three o'clock. Our entertainment was scheduled to begin at three-thirty. The girls arranged to have the time from half after three to four o'clock given over to the inspection of classes. These expeditions were to be conducted with the girls as guides. Exercises in the assembly rooms of the school were to come next, to be followed by the tea given by the domestic science department.

#### Exercises that Show Regular School Work.

At the appointed time the student ushers met their former teachers in the main hall and conducted them thru the class-rooms where the regular work of the school was going on. The walls of the building were covered with the artistic designs of the special art class; tables and window sills held the carefully prepared exhibitions of the domestic science department, of the commercial departments, and of the academic courses of the school. A reporter of the *New York Sun* told of her experiences thus:

"Guests were escorted by ushers from the basement, where a costumed Swedish 'weaving dance' was in progress in the gymnasium, up thru the emergency room on the first floor, where the demonstrations of 'first aid' were going on and pupils in white muslin were having imaginary wounds on fingers and arms antiseptically bandaged to prevent infection. In the domestic science room delicious cookies were turned out by a white-capped class. Upstairs there were exhibits of dressmaking, plain sewing, and stenography. The class in design was working out on burlap with colored wool an original rug pattern. The physics class rang little bells connecting with batteries that they had rigged up. Pupils who could find nothing else to do formed a 'model study hall.' "

The girls, too, planned the entertainment that followed the inspection of classes. This entertainment they worked up for themselves. They wanted to reproduce the morning exercises as they are held in all four branches of the school. The aim of these exercises has always been to develop in the girls a clear, pleasing method of speech, the eloquence that is such a valuable asset in modern life, and last and most important, the ability to think accurately tho quickly. Every feature of the program planned by the girls unconsciously adopted the same purposes. It was a great pleasure to me in consulting with the committee of girls to see how much independence and executive ability our uninterrupted pupil government had brought out, to find how many ideas assimilated at some other time were applied to the new problems that arose.

#### Demonstrating the Social Possibilities of School Life.

One example out of many of the ingenuity displayed was the distribution of our guests. The reception committee arranged that the assembly room on the top floor was to be filled with teachers from a given number of schools. To this room were sent the pupils who were alumnae of these schools. The other general hall was filled in the same way, and a similar program was given in both places.

As is our usual custom the entire conduct and responsibility of the exercises rested with the girls. They suggested the different numbers on the program; they selected performers; they delivered the speeches. As the girls took their places, the public schools from which they had come originally were announced. A senior greeted the audience in these words:

**LADIES AND GENTLEMEN:**—These exercises are the outcome of requests of the girls of this school, that we might have an opportunity of entertaining those who had been kind to us.

Hospitality, it has been well said, is woman's crowning grace. As this school was founded for the education of young women, hospitality is properly in its course of study. We try to cultivate here a spirit of welcome, not only to the new girls who join our school from time to time, not only to the visitors, who honor us occasionally with their presence, but for those teachers (and by teachers I mean to include principals) who have had us in their charge before we joined this school.

Therefore, in the name of all the members of this institution, I extend to you, our guests of honor, a most hearty welcome.

This day is yours.

The modest entertainment that we offer, is not the outcome of any long and elaborate rehearsal, it is merely a schoolgirl effort prepared not in the hope of winning the praise of the expert critic, but for you; for you, our friends, to please whom is to-day our greatest pleasure.

You will remember, how in the *Midsummer Night's Dream*, Theseus is entertained by the horny-handed sons of toil, who are not expert in stage performances. He does not scorn them, but says:—

"Never anything can be amiss,  
When simpleness and duty tender it."

He tells Hippolyta, his queen, that even when men intending to do him honor, have become confused, and have forgotten their speeches, "out of their silence he has picked a welcome."

In the same manner, since you know the spirit that animates us, may we ask you to read a welcome into all that you may see or hear?

#### Assembly Exercises not to Cultivate the Principal's Loquacity.

This address was followed by the words of the temporary chairman who introduced the permanent officers, the chairman, the secretary, and the chorister. The temporary chairman said:

"Superintendent Maxwell, in a recent address reported in the *New York Globe*, expressed the opinion that public exercises by members of schools ought to avoid elaborate programs having very little reference to the studies of the school, but should present selections from the daily work.

"With your kind indulgence we shall give an illustration of how the girls of the Technical High School in all four buildings open school in the morning. We have our presiding officer; she serves one week and is succeeded by another girl who serves for a similar period and so on thruout the year. We have a secretary each week who keeps an account of the proceedings. We have a chorister, also, sometimes a

girl, sometimes a teacher. We do not change these each week because, alas, we have not enough musicians so that we can spread them out so thinly as that."

The permanent officers took their places, the chairman tapped the bell and called the meeting to order. Then she read from the thirty-first chapter of the *Book of Proverbs*. The salute to the flag was then given and *America* sung.

Our work in declamation and voice training was next explained to the audience by five little girls. The first one said:

Declamation and voice training are required by the course of study for high schools in this city. Of course, every recitation in every subject ought to be a practice in good declamation, but we spend half an hour each morning speaking and listening.

Mr. Frank Damrosch gave us the four fundamental rules of declamation which we try to observe.

Then four other girls tripped up and delivered the following rules:

**RULE I.** Think of the lips. Think of them while you are speaking. If you do this, you will keep the voice out of your throat. Think of the lips.

**RULE II.** Look out for the consonants. They are the fundamentals of the word, the vowels will take care of themselves. Look out for the consonants.

**RULE III.** Separate the syllables. If you don't, when you speak in a room full of people, the syllables, by the time they reach the rear of the room, will be jumbled together. Separate the syllables.

**RULE IV.** Pick out a girl in the rear of the room. Keep your eyes upon her, make her hear you, and try to keep her interested.

These four rules of Mr. Damrosch are the foundations of our daily drill in voice-training.

We shall now have some declamation.

The real purpose of the day was expressed by our girl orators in these words of appreciation:

#### A School Girl's Idea of the Teacher's Calling.

**LADIES AND GENTLEMEN:**—Whoever takes up the work of teaching may expect to be talked about. Occupying as she does a prominent position in the affairs of so many young people she furnishes a frequent text for their conversation. Her words, her manner, her dress, and her acts are discussed in many ways, wise and otherwise. In many a household she is the frequent theme of table-talk, and such is the imperfection of human nature that every one does not stop to think how much this country owes to its teachers.

But this is teachers' day—our teachers' day. We are assembled here to say of our former principals and teachers the pleasant things that they well deserve. It is good to say, "I thank you," and to say it right out loud. I speak for all our girls and I speak to you, our former teachers, straight into your faces; not behind your backs. We whom you have helped along the path of knowledge, sometimes a rocky road, sometimes a smooth and pleasant one, rejoice to tell you that we are grateful. What would America be without our schools? In one generation it would sink into barbarism, the light of learning would go out. The darkness of ignorance, brutality, and wretchedness would everywhere prevail.



New York Technical High School Girls Acting as Hostesses; Teachers as Guests.

And what makes our schools?  
Is it the building? No.  
Is it the books? By no means.  
It is you.  
You are the people.

You have been called the trustees of our democracy, the least appreciated of all who serve society. The teacher, not the millionaire, is the hope of the State. When this country realizes its dependence on the teachers of America then will appear the golden age. The richest man or woman is the teacher to whom the gratitude of former scholars is offered in affectionate and enduring praise. We, then, would make you rich, our friends, in giving you these thanks. Accept them and continue your labors than which none more difficult, more trying, or more glorious can be conceived.

Then came the turn of the high school teachers and officials:

HONORED PRINCIPALS AND TEACHERS.—As you have all just heard the words of appreciation of the work the elementary school teachers have done for us, we now wish to express our thanks to the teachers of the G. T. H. S. for helping us to carry on the work that you so successfully started.

You know, dear teachers, when we graduated from your schools, we had a firm knowledge of the rudiments of our studies, but we realized that it was crude and that it needed careful carving and polishing to bring it up to the standard requirements of the High School syllabus. Our teachers at once reviewed the work we had done, and then they continued our studies, from the point where you had left off. It is thru their efforts that we are daily acquiring a thoro, sensible, and complete high school education.

To-day, when you went to the various departments to inspect our work, we hope that you marked with pleasure the progress that your former pupils have made, under the supervision of our principal, and our wise and experienced teachers. Take, for example, the progress we have made in the sewing, English, domestic, and commercial departments. When we were under your care we were taught how to do plain sewing, and to make carefully dolls' clothes and models. But now we are able to make every stitch of our own clothes, to cook our own meals properly, to take care of our homes if it should be necessary, to make and trim hats. It is the same with our English. We are now able to write themes, briefs, and some simple stanzas of poetry, with considerable skill. We have debates, mock trials, plays, and the items of daily news given and conducted by the girls themselves in the assembly rooms. We have studied some of the works of Scott, Coleridge, Lowell, Irving, Macaulay, and Shakespeare. After we have read and studied one of the works of these famous writers, we have a desire to become as familiar with the rest of them as we can. Again, our commercial arithmetic and penmanship have helped us with our bookkeeping, as our spelling and grammar have helped us with the stenography and typewriting. We must not fail to express to our city superintendent, Dr. Maxwell, our thanks for his careful and well-planned course of study, and also to Superintendent Jones for obtaining for us the best of supplies, such as text-books, paper, sewing and typewriting equipments, green denim, glass, towels, custard cups, Indian clubs, dumb-bells, and many other articles needed in the various departments of our school. And again we thank Superintendent Snyder many times for securing this beautiful school building, in which, I am sorry to say, we can remain only a short while.

We can find but few words to express our gratitude, but in our hearts we have a love and an admiration for our teachers that will last not only while we are at school, but as long as we live.

Our Glee Club's singing showed once more the independent spirit of the school. A girl was the leader and the accompanist too.

Then came the chairman. She said:

#### Unique Declamatory Practice.

Another form of declamation and voice-training that our school employs will now be shown you.

Every morning girls are chosen to present some matter of importance to the assembly for discussion. They bulletin their texts upon the blackboards and at the proper time announce them to the company. The editors and printers serve a week and they are followed by another set. We have general United States news, local news, foreign news, and miscellaneous news given daily. I shall call only for the local news to-day, the subject of which, as you may see from the blackboard, is "Appreciation Day."

The local news editor said:

During this week every one of the four divisions of the Girls' Technical High School is celebrating Appreciation Day. This festival was first proposed by a girl graduate of Public School 44, Manhattan. After the discussion among the students, the idea extended to the graduates of all the schools represented in our membership, until every girl in the school

was included. Everybody has seemed pleased with the proposition; more than 700 of our former teachers and principals have accepted the invitation to be the guests of their former pupils in one of the divisions of this high school. It is hoped that this invitation of a school-girl may become a regular institution and that at least once a year our girls may be permitted the pleasure of entertaining their former teachers.

I quote again from the account of the *Sun* reporter:

As a typical incident of morning exercises there was an impersonation of a commissioner of education on a morning visit, given by a girl with a frock coat over her shirtwaist and heavy beard attached to her braids.

The Commissioner assured the school that "we are doing all we can to get you a new building. And you will get a new building, young ladies. [Applause.] When one wants a thing, one of two events is certain to occur—either she gets it or she doesn't get it. You may not see the new building, but your granddaughters may. I thank you for your kind attention."

For a few minutes the spirited game of "Romans and Carthaginians" was played by picked teams under Regulus and Hannibal. The umpire gives a letter of the alphabet, and before she can count 5, the appointed team must give an appropriate word whose initial is that letter. Sometimes these words are restricted to geographical names, such as Boston, Babylon, Brooklyn. On Appreciation Day they were "qualities of our teachers, past and present." The teachers were capable, charming, curious, concentrated. They were truthful, tactful, thrifty, trustful, and tender. They were sympathetic, sagacious, sage, sweet, serene, self-controlled, systematic, and smart. They were witty, wise, and whimsical. They were admirable, accurate, angelic, ambitious, artistic. They were benevolent, busy, broad-minded, bounteous, beautiful, benignant, and (a last gasp, by which the Carthaginians won) benign.

"The Family Album" was the next exhibit. At one tap of the bell each curtain cord was manned by a pupil. At two taps the room was darkened and the stereopticon screen in working order. Views were given of classes in session in the school, or visiting the Soldiers' and Sailors' Monument; the art class painting on a bank in Central Park; the commercial class on a launch studying the commerce of New York Harbor; the stenography class learning to use the gramophone; physical training classes posing for grace and self-possession or wrestling for strength and balance. Colored slides showed the girls' last year's entertainment of the Children's Hospital inmates with a costumed Irish reel and an Indian war dance.

The closing words of the chairman were:

And now, dear friends, everybody wants to talk at once. Before we begin to do so may I express the wish that many times in the future we may have the happiness to entertain you in our school home.

With this invitation the formal part of the program came to an end. The girls joined their former teachers and served them with refreshment. Some teachers stayed surrounded by their former pupils for an hour and half. These were happy reunions that occurred.

It seems to me that these social virtues of hospitality, of helpfulness, of recognition of the services of others that formed the whole idea of Appreciation Day are the very ones that belong to the loveliest and brightest women, to the kind of woman who whether she be a teacher, a stenographer, a dressmaker, a designer, or a home-maker, will always be sure to be a source of light.



## A New Education for Women.

In view of the recent editorial in THE SCHOOL JOURNAL on "The Problem of the Girl," the following on the "New Education for Women," as this is to be applied in a Massachusetts city beginning with the autumn, is of unusual interest. It comes from the Springfield (Mass.) *Republican*. The article is unsigned, but was evidently written by some one conversant with present-day conditions and well acquainted with the Springfield schools.

The city of Springfield, beginning next September, is to make a remarkable departure in the way of education in adding to its new technical high school a course of domestic science and art for the training of girls. The broadening of the higher education afforded by the secondary schools in the city during the past decade has amounted almost to a revolution in the system. The evening high school, the commercial course, the technical high school, and the evening schools of trade have been practically forced upon us by the tremendous living forces of modern industrial civilization which have arisen about us. These ventures have all been a remarkable success from the first. But it is expected that this new education for women will find a place not less important and popular. The difficulty will be in the outset to overcome possible prejudice and to get a clear public idea of what the course actually means.

There is now in progress what appears to be an entire change in the theory of education for women. The old-fashioned finishing school of our grandmothers and mothers—with its courses of pretty uselessness—has largely disappeared before the modern woman's college. But there has grown in recent years the belief in many quarters that the woman's college is itself giving an education—not perhaps of too purely cultural studies, but of studies of this character too little related to women's part in modern civilization to become any structural part of the after life of the graduate; that too often the woman's college graduate finds herself with a store of purely academical knowledge which soon becomes dead and valueless for lack of use—merely another kind of educational "front parlor," which is opened up seldom, and largely for show purposes. The modern education of women in America does not seem to have quite found itself. Serious, altho spasmodic, attempts are made by women's organizations to connect themselves organically with various social and political movements, with varying degrees of success. But the difficulty seems to have been too radical to admit of marked success. It is believed to be found to a large extent in the education of women.

In the meantime it is evident that there is one great field for the education of women which has been neglected. The discoveries of modern science have found an immediate application to every form of human business and social activity but one—house-keeping. Of all human activities, the most important of them all—the management of a home—has lagged conspicuously behind. While new scientific discoveries have met an eager acceptance in every form of trade and industry, the extraordinary waste of American households, the servant question, the comparatively crude and awkward arrangements of the ordinary house merely as a working plant stand in violent contrast. And one fundamental cause of this, it is believed, is the entire absence of proper scientific training of women for the work they are to pursue thruout their life—a work which affords far more opportunity for the application of scientific knowledge than the life of the ordinary man. Beside this the artistic training of women along the lines most important to them has been equally neglected.

With the growth of this idea there has come, especially in the West, a great movement toward the teaching of household science, which will thoroly

equip the woman for her coming life. This is not intended in any way to displace the older culture—which is still offered to her—but to make it practical and relate it to her own life. The Western universities have many of them equipped themselves finely for this work, and now so far has this idea advanced that the private preparatory schools for girls find it necessary thruout the East to offer courses, more or less thoro, along this line. The advanced idea of this kind has found expression in Simmons College in Boston, the institution recently founded for the new education of women. But in such institutions as this the purpose is more to train specialists who will take up professions. The idea has now come into high schools of the larger cities, and in Indianapolis, Providence, Cambridge, New Haven, and other places high schools have established courses of this kind, which are increasingly popular.

The new education for women has two advantages. It affords a line of training which will be of direct permanent value in the life of the great majority of the sex in modern civilization, and it increases and vivifies the culture of their education by giving it a real and living relation to actual life. It is not supposed to take away a single feature of the culture which is now offered in woman's education. Moreover, it adds to the purely practical training, education along artistic lines which are of the most value to women. In the course which will be offered in the local high school girls will be offered any line of study which is in the highest school curriculum. They will be prepared for college or not, as may be desired. The training in domestic science and art will be added to the regular course. As is the case of the boys in the technical high school, the chief difference from the ordinary high school course will be found in the system of laboratory work—the direct application of theory to practice, instead of the instruction out of text-books.

It is highly important that this be understood, because in other cities it has been extremely difficult to secure a general understanding of it. As an illustration the story is told of the school in New Haven where recently—even after the course had been in progress several years—a fashionable equipage drove up before the school, and the woman who alighted inquired of the principal whether it would be possible for her to supply them with a domestic from her trained pupils. The principal, seeing a good chance for an object lesson, said nothing, but took the woman out into the school-room, showing her the girls. "This is a daughter of one of the Yale professors," she said; "this is Miss —, and this Miss —," naming daughters of well-known members of the local society. "Do you think they would do?"

The educational theory on which this training is based dignifies and gives a new importance to woman's work. It states that the foundations of human society are laid in the home. For this we largely live and work. To build the home and furnish the permanent equipment for it consumes a very large proportion of industrial forces. To provide the supplies for its maintenance is one of the main objects of commerce and trade. To improve and beautify it has always been one of the main efforts of science and art. It is not too much to say that all vocations originate in the necessity of providing and maintaining homes suited to the demands of civilization. In former times, when our productive industries were closely connected with the home, household science and art were generally taught in the homes themselves; but with the great social and industrial revolutions that have taken place that instruction has necessarily very largely passed away. Whereas formerly the home was a productive element in society, it is now almost wholly a consuming element. Not only is this the case, but the dis-

coveries and developments of a scientific age have modified home life quite as much as they have changed industrial methods. Our industries are already receiving considerable attention in our schools, thru the various forms of manual and technical training from the elementary schools thru to the university, but the interests of the home have been very largely neglected in modern schemes of education. The general main purpose of instruction in domestic science and household arts is to meet this educational need.

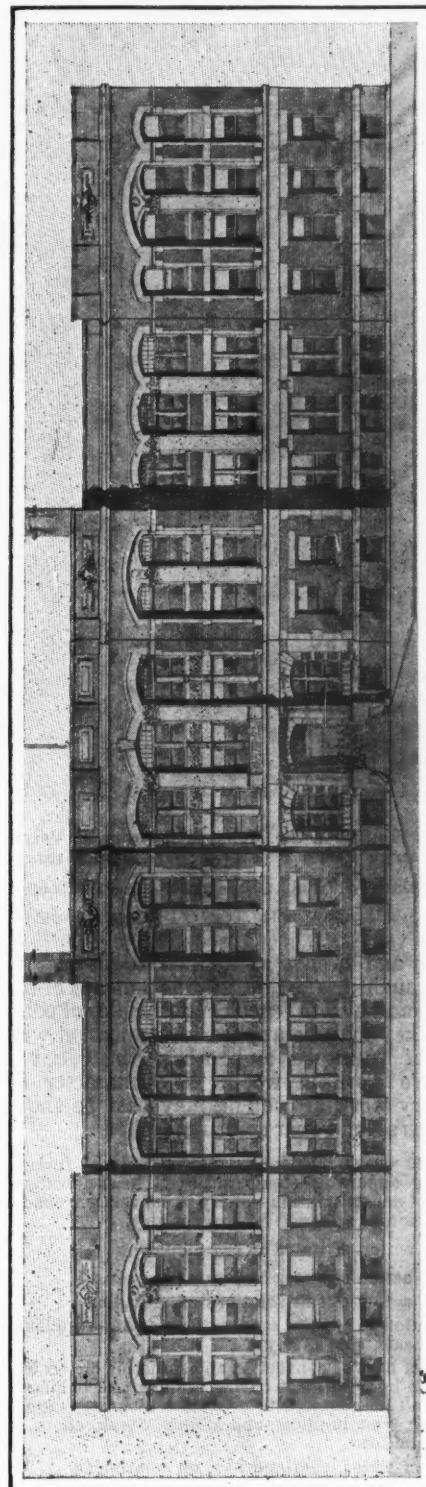
In the organization of the local course in domestic science three main lines of study are followed—the house itself, with its various rooms and arrangements for living; clothing; and food. In connection with the first division, some instruction will probably, sooner or later, be given in work in wood, paper, leather, and other materials. This will involve simple exercises in joinery, wood-carving, modeling, and some decorative work in other materials. Design, both constructive and decorative, especially as it finds application in the interior of the home, will form a considerable part of the instruction under this division. Drawing will, of course, be taught. Applications will be found in model rooms or more limited elements of the interior arrangements of homes in so far as such things may be made available in the schools. The principles of plumbing, sanitation, ventilation, heating, lighting, decoration, and general repairs find their place under this division of the work.

Under the line of clothing, the aim will be to teach sewing as hand work, including practical knowledge of the various kinds of stitches and their uses; a study of the forms and construction of garments, including design, drafting, cutting, fitting; a study of the history, manufacture, and nature of fabrics, their qualities and cost, thru all of which artistic effect as well as utility will be emphasized. There will also be included the application of power to garment making. This, of course, will include not only the making of garments, but a study of decoration by itself, involving embroidery and other forms of art needlework.

The instruction in connection with foods will be based upon a thoro scientific study of the principles involved. This calls for some general knowledge of physics and chemistry and special knowledge of the same sciences as applied in this work. Lessons in biology, including bacteriology, in physiology and hygiene, and in the composition and nutritive value of foods will be given. A large amount of laboratory work in cooking will be necessary, but unlike the cooking now given in the grammar schools, it will be systematized and put upon a scientific basis and thus taught in a way that would be impossible with children of the grammar school age. The ultimate aim of it all will be to fit the young woman graduate to supervise the selection, cooking, and serving of the food of a family or an institution in a thoro scientific way. She should not only know the chemical composition and nutritive value of foods, but be familiar with the chemical and physical changes caused by cooking and the relation of all these changes to the processes of digestion and nutrition. She should be able, from her knowledge of tests, to protect her household against adulterations and every form of inefficiency in the preparation of foods. She should also become acquainted with practical household sanitation.

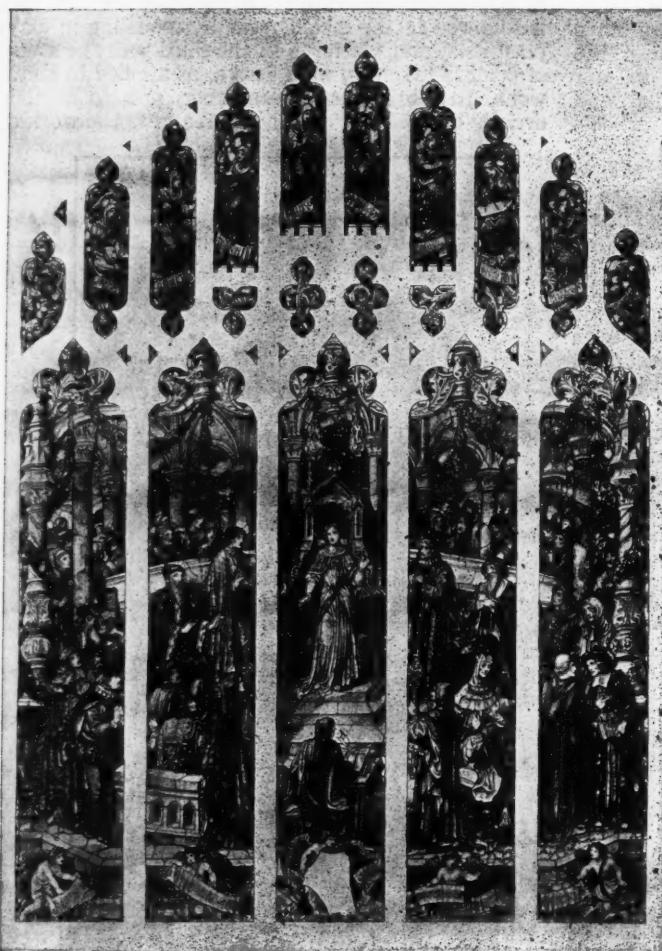
A more definite idea of what all this involves may be gathered by a reference to the course in household arts and sciences as given in the Technical High School of Providence, R. I., a brief outline of which follows: Under the head of drawing we find working drawings of the exercises and objects made in the girls' wood-working class, involving freehand perspective models, and cast drawings, with design

as applied in elementary constructive work. This is followed in the second year by modeling in clay, plastilena, and plaster. In the third year the study of color is taken up with design, as applied to metal work, to fabrics, to dressmaking, and to various articles of clothing. In the fourth year the work of



Technical High School Building of Springfield, Mass.—Courtesy of the Homestead Company.

design is extended to include a study of household art as exemplified in furniture, wall paper, color schemes, draperies, rugs, etc. Closely connected with this is practical work under the head of what is known as domestic art, which runs thru all of the four years. This includes plain sewing, art needlework, garment work, millinery, a study of textiles and hygienic



The Great Window in the Memorial Library at Vassar College.—Donor, Mrs. Frederick Ferris Thompson; architect, Francis Richmond Allen.

Courtesy of Church Glass and Decorating Company of New York.

[See also Detail of Tracery Head, on the opposite page.]

clothing, and design as applied to dress. Wood-work is taught in the first year as a means of manual training, and also to teach the principles of construction as they may be applied in connection with the design of furniture and other constructive and decorative work in wood. The character of the laboratory work in cooking may best be shown by giving the second year course in full.

Time: 20 weeks, 90 minutes daily—study of fuels—study of cooking apparatus—temperature of heated water—temperature of denser solution—study of convection, conduction, and radiation in applying heat in cookery.

Solvent action of water on egg albumen.

Solvent action of water on serum albumen.

Solvent action of salt solutions on globulins.

Application in cooking eggs and egg dishes—application in cooking meats, soups, stews.

Action of heat of convection and radiation on meats—temperature in body of meat during broiling and baking—effect of bulk on time required to coagulate albumen—application in broiling, pan broiling, and baking: Steak, chops, bacon, sausage, and fowl.

Action of water, cold and hot, on gelatinoids.

Source of gelatinoids—veal, beef, mutton, fiber, and tendons.

Application in making lemon and orange jelly and lemon snow.

Action of heat on cane sugar—melting and caramel degrees.

Action of acids on cane sugar—making fruit jellies.

Action of water and heat on cane sugar—candy-making.

Microscopic study of starches.

Action of cold water on starch.

Action of hot water (70°C) on starch and water.

Action of boiling water (100°C) on starch.  
Action of boiling water on vegetable fibers.  
Action of dry heat (165°-185°C) on starches.  
Application in cooking vegetables and making sauces.

Action of heat on fats—lard, tallow, butter.  
Action of heat on oils—olive, cottonseed.  
Temperature at which the fats brown starch or albumen.

Application in deep frying—potatoes, croquets, fritters.  
Application in sautéing.

Use of oil and yolk of egg—emulsion, salad-making.  
Tannin in tea infusions—green and black.  
Tannin in coffee infusions.

Extracting essential oil from tea, coffee, and cocoa.  
Making infusions of tea, coffee, and cocoa.

Study of flours—estimation of gluten—effect of heat on gluten—effect of yeast on flour, chemical and physical—bread-making, "homemade," "machine-made."

Study of baking powders—chemical composition—aerating value.

Making breads and cakes.  
Study of food values in relation to health.  
Study of food values in relation to economics.  
Marketing—visit to the markets—cutting of meats—making a dietary study of food values.

Purchase, preparation, and serving of a breakfast, a luncheon, and a dinner.

In the third year the chemistry of foods and digestion is taken up, involving more scientific study of the principal food substances, with bacteriological examinations and tests for purity. The fourth year is devoted almost entirely to the study of the principles of sanitation, including the tests to be applied.

It is expected that there will be from the opening of the course here a large attendance. From one grammar school alone there is promise of eighteen pupils for the entering class, and it is thought likely that the total will reach seventy-five. The formation of a proper course will be an exceedingly difficult task. The experience of other cities can be relied

upon, but with some changes. In many of the cities giving high school training in domestic science, a mixture of grammar school work is included, because there has not been proper instruction in the lower grades. Such instruction has, however, already been furnished the pupils in the Springfield schools and the high school course can be confined to its proper use in the thoro theoretical instruction. Just how the teaching force will be organized is not yet exactly clear. A competent woman must be secured to take general oversight. She must have not only a theoretical knowledge, but a practical training as well. For one thing, besides her work of instruction, she must have supervision of the big lunch-room in the school, which will be an excellent illustration of the practical quality of the course. The hours of the technical school are longer and the luncheons are accordingly heartier than those taken at the Central High School, and with the large attendance which is expected at the Technical High School during the next year the proper management of the restaurant will be no slight matter.

This number of THE SCHOOL JOURNAL will go to many persons interested in education, yet who are not regular subscribers. It is hoped that their interest will be aroused or quickened by its contents. The publishers hope to welcome many such among its regular readers in the months and years to come. THE SCHOOL JOURNAL stands for what is best and most progressive in the educational world.

## Præxes Feminini Generis.

One educational periodical declares that "most of the great women's colleges to-day are directed not by men, as formerly, but by women presidents." Vassar is mentioned as one of these "great women's" colleges. What has become of Dr. Taylor? Does he survive only as a proxy? In trying to count the women who are presidents of the really important institutions for the higher education of women, I have not yet been able to dispose of all the fingers of one hand. Will some one please assist?

## To Study Aztec Ruins.

A difficult and hazardous trip into a country where few white men have ever ventured is about to be made by Dr. Edgar L. Hewett, with the aim of investigating the location and extent of the Aztec ruins of Mexico and South America. The investigation will be followed by a careful exploration of the ruins. Dr. Hewett's purpose is to establish more fully the relation between the Aztec people of Mexico, the Cliff-dwellers of our own Southwest, and the modern Pueblo people. He will make the trip alone, save for the Indian guides whom he will employ from time to time. Most of the overland journey will have to be accomplished on horse back, the rest of it on foot. Beginning at Chihuahua, Dr. Hewett will visit all the known Aztec ruins on the great plateau, and will attempt to discover others not recorded. After reaching and exploring the ruins around the City of Mexico he will go into the fever-ridden country below this point and work across Guatemala into Honduras. Surveyors have recently located what are reputed to be extensive ruins on the Isthmus of Tehuantepec, and Dr. Hewett will be the first scientist to examine them.

Dr. Hewett was the former president of the New Mexico Normal School at Las Vegas. He is now connected with the Government Bureau of Ethnology, and Traveling Fellow of the American Society of Anthropology.

## The American Institute of Instruction.

The American Institute of Instruction was organized in 1830 and has been a vigorous institution thru all these years, being the oldest educational association in America, probably in the world. It was organized by eminent men for the benefit of the profession. The vote of the originators to use in its program no honorary title except that of "professor" for members of faculties and of "reverend" for the clergy was significant. These men of prominence purposed to offer no obstacles to the influence of unnamed men, to give no undue weight to the words of men of special prominence.

When the Institute was formed there were few good school-houses, and none with architectural comeliness or comfortable furnishings. The first blackboard was but a year old, and other school apparatus, reference books, and school libraries were unknown. There was no public school spirit; there were few competent teachers, and none well paid. There were, however, a few noble, public-spirited men who were already devoting themselves to arousing the public conscience to the necessity of having good public schools. The American Institute of Instruction was the first fruit of this awakening, and has for seventy-six years been devoted to education.

A preliminary meeting with a four-days' session was held in Boston, March 15-18, 1830. In 1827 there had been a meeting of educators in Brooklyn, Conn.; and another at Hartford in 1830, but neither of these were permanent organizations. So great was the enthusiasm at the March meeting that a committee of five was appointed, including George



Philosophy and Astronomy. Two Lights from the Tracery Head of the new Library Window at Vassar.

B. Emerson, Gideon F. Thayer, and Henry K. Oliver, to arrange for another meeting and for a permanent organization; and this first meeting of the Institute was held at the State House, Boston, August 19, 20, 21, and 22, 1830.

The committee reported the name of the association as "The New England Association of Teachers," but the unexpected presence of many educators from the Middle and Southern States led to the change to "The American Institute of Instruction." President Francis Wayland, of Brown University, was the first president. He continued in office three years. Among his associates in office were men from every New England State, New York, New Jersey, Pennsylvania, Virginia, Ohio, Kentucky, and South Carolina.

At this four days' meeting there were fourteen leading papers, all of which were discussed. The subjects treated were "Education," "Physical Education," "Developing the Intellectual Faculties Thru Geography," "The Infant School," "Teaching the Spelling and Meaning of Words," "Lyceums," "Rhetoric," "Geometry and Algebra," "The Monitorial System," "Vocal Music," "Arithmetic," "Classical Learning," and "School Furniture and Apparatus."

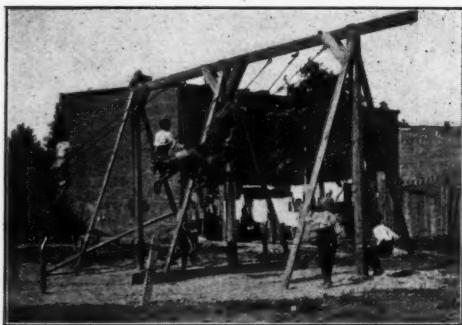
The president of the Institute for 1906 is Walter E. Ranger, State Commissioner of Public Instruction in Rhode Island.

[The program of the meeting to be held at New Haven, Connecticut; July 9 to 12, will be found on pages 700 and 702.]

## The Playground Movement in Washington.

By Edith Westcott.

Four years ago the public playground movement had its small beginnings in the back yard of Neighborhood House, at 456 N Street, S. W. A small equipment of swings, flying rings, slides, see-saws, sand bin, etc., sufficed to keep many idle children out of mischief and to furnish healthful recreation during the long summer holiday.



A Corner of the Playground

The following year the Public Playgrounds Association was organized, and in the summer of 1903 the first public playgrounds were operated. To quote from page 22 of the Report of the Associated Charities for that year:

### Six Playgrounds for Six Hundred Dollars.

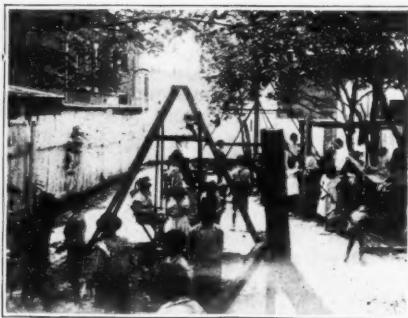
About six hundred dollars, together with generous donations of material, were secured. Mr. Rudolph, whom the Committee had elected permanent chairman, gave very generously of his time, energy, and money. By September 1st, 1903, three additional playgrounds were in operation at North Capitol and L; at First and N., N. W.; and, for colored children, the sixth playground at First and P Streets, N. W. This remarkable record, six playgrounds opened in three months, with six hundred dollars, has not been equalled elsewhere. The public value of this achievement and the satisfaction to be felt because definite progress has been made so promptly along one of the three lines suggested to President Roosevelt last December, are best indicated by the following letter:

### Commendation by the Nation's Chief.

OYSTER BAY, July 6, 1903.

*General Secretary of the Associated Charities:*

My Dear Sir—I am delighted to hear that you have succeeded in establishing certain playgrounds in Washington. It would be a National misfortune if the Capital City were developed without proper attention being given to the well-being of those of its citizens least able to protect themselves.



Public Playground in the Back Yard at "Neighborhood House," Washington, D. C.

I congratulate you upon the good work of your association, and earnestly wish that you may receive such support as will enable you to continue it.

Sincerely yours,

THEODORE ROOSEVELT.

In 1904 eleven playgrounds were maintained at a cost of \$1,800.

Scores of volunteers gave their regular personal service in overseeing the playgrounds, preventing accidents, and suggesting games. The "Washington Public Playground Athletic Union" was organized this summer and the games and contests stimulated by this new league found their climax in the "First Public Playground Athletic Meet" held in the Coliseum on Saturday, September tenth, with great enthusiasm and awarding of many trophies.

Supt. A. T. Stuart and the Board of Education gave cordial co-operation, and enabled the committee to equip and conduct as public playgrounds the yards of two school buildings. The public authorities of the District and the city's public-spirited newspapers were especially cordial in promoting the work.

In 1905 nineteen public playgrounds equipped, operated, and carefully developed, marked a climax of achievement of three short years' endeavor. In 1902, one small playground in the back yard of a settlement house; in 1903 six playgrounds, operated by volunteer workers, and equipped thru volunteer contributions; in 1904, eleven playgrounds, operated and equipped, as before, by volunteers; in 1905, nineteen playgrounds, under the management of trained instructors and directors, and open for eleven weeks during the summer:



September Meet of 1905.

Such a record argues well for the future of the playground movement in Washington.

But, unfortunately for Washington, civic interests are not entirely in the hands of the citizens of Washington. Every great public enterprise must depend for its support upon congressional legislation. In 1905 Congress appropriated \$3,500 only of the \$12,500 asked for the maintenance of public playgrounds, and the balance of \$5,000 had to be raised thru private contributions to meet the actual expense of \$8,050 of the season of 1905. Moreover, the entire plan of the Playgrounds Association could not be carried out because of lack of funds.

It seems a reasonable proposition that the public playgrounds, which are acknowledged to be a civic responsibility, co-equal with public education, should be owned and operated at public expense, and not dependent upon the hazards of a fluctuating treasury. What Congress will do with the appropriation for playgrounds during the present session, it is impossible to foresee, but should the bill pass, the time is not far distant when Washington can offer a model playground system.

The importance of Washington in this playground movement was fully recognized by the National Playground Association recently in convention in Washington, and in evidence of that recognition we reprint, complete, the plan for a model playground

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system for Washington recommended by this National Association.

**Playground Plan for Washington.**

1. It seems to us obvious that the playground system of every city should represent a plan which would provide a playground within reasonable walking distance of every child. Our reasons for this are that play under proper conditions is essential to the health, as well as the physical, social, and moral well-being of the child. Hence, they are a necessity for all children—as much as are schools. If they are a necessity, they must be so located that all the children can reach them.

2. It has seemed to us also that the beautiful triangles and circles and ornamental parks which obtain so plentifully in Washington, are almost negligible so far as the utility playground is concerned. None but the very small children can use them to play in. Organized games can be played upon none of them.

3. For school playgrounds the most careful canvass which we have been able to make of the needs of the children makes it evident that the present London requirement is the minimum amount that should be allowed. This is thirty square feet of playground for each child in the school.

4. Inasmuch as public education is now recognized as a proper function for public support, and playgrounds are a necessity for the well-being of children, we believe that they should be on land owned by the city, and also that they should be operated at the expense of the city. We believe it is necessary that there should be at least one public playground in each of the school districts of Washington. This would provide for not less than two acres of playground for every 4,000 children.

5. The most extended experiments which have been carried on in recent years indicate that the largest usefulness of these fields cannot be reached without the existence of playground buildings. Notably in Chicago and Boston has this been demonstrated. In view, however, of the necessity of the adaptation of these buildings to particular local conditions, it would probably be wise to erect one such building and test it in all details before recommending the general plan to the city.

6. The playgrounds do not meet the needs of the older boys. It has been found practically impossible to care for the older boys on the same grounds on which the little ones are cared for. Hence, it seems to us that it is essential to have athletic fields. In our judgment, one for each of the four sections of the city would probably be adequate. The present park system of Washington is entirely unprovided with athletic fields. The hours of labor in Washington are shorter than in other cities. Hence, we are inclined to believe that there is peculiar need for these athletic fields.

There is a growing feeling amongst those who are working out public enterprises that there rests a certain responsibility upon the capital city to make itself a model for the rest of the country, that the example which it sets is perhaps more contagious than the example of almost any other city because it is so largely visited by influential people from all parts of the country, and especially by people from the South. It is not so large that its improvements are lost in the "city wilderness" as they are apt to be in New York. Washington is a representative city. It should represent the best that there is in the country. A



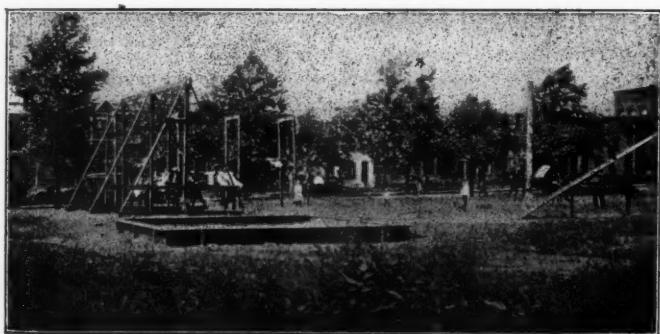
At the Neighborhood House.

a representative city we feel that all parts of the country should take an interest in what Washington is doing, and in making their capital city one of which they may in every way be proud. If people in other sections of the country will manifest an interest in the affairs of Washington the securing of a sufficient appropriation from Congress will be much easier.

But should we fail to get the appropriation this session, this splendid work is bound to go on. The civic pride of Washington is stirred. The sympathies of Washington society leaders are aroused. The co-operation of Washington public schools is assured.

Already fetes, garden parties, and festivals have been inaugurated for the benefit of the playgrounds fund; generous cash contributions are coming in; and the army of public school children who last year contributed \$1,309.93 for this work, are getting ready to make their annual offering. June will see us with a big playground scheme well under way; and if our dream of a model playground building is to be a "hope deferred," we believe in its realization in the very near future.

The thanks of the Publishers of THE SCHOOL JOURNAL are extended to the advertisers who have contributed so largely to make this, the Annual Summer Number of THE SCHOOL JOURNAL, a number of marked interest to all connected with the educational world. It is felt that the publishers' announcements add materially to the interest. These announcements, summarizing as they do the advances in text-book making during the past year, have a large part in showing conditions in our schools at the present time. There is much in these announcements that is of interest to the reader.



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## The French Infant School.

BY ALBERT A. SNOWDEN.

As an important feature of the French educational system, the infant school (*école maternelle*) may not be disregarded. And if it holds high rank in the realm of public instruction, it is also an economic and sociological factor to be reckoned with,—especially in the great industrial and manufacturing centers,—for in this land there are many thousands of mothers whose work in the mills or markets takes them away from their little ones throughout the entire day. For them the infant school, which receives children from the ages of two to six (sometimes two to seven, or even eight), and is open from seven to seven in the summer and eight to six in the winter, is a veritable godsend,—no less than is, in certain cases, the municipal *crèche*, or day nursery, established for the care of babies from fifteen days to two years of age.

The infant school is much more than a nursery, however, tho denying any great concern with books, and altho the bill for toys usually exceeds that for texts. It is, in theory, apparently borne out by the practice, the easy transition from the family to the school life, wherein the State acts as an indulgent and affectionate mother, not compelling any abrupt transformations which might do violence to the child's nature. It is the kingdom of play of the Froebelian scheme, *sans* trimmings, tho largely adopted thru English sources,—the route that is often traveled by German ideas before they can be received here in France.

A word historical. The *école maternelle* is of French origin. The first infant school was the so-called "Knitting School" of Pastor Oberlin, founded in Ban-de-la-Roche, a village of the Vosges, in 1770. Impressed with the common neglect of children, Pastor Oberlin extended his plan by renting a room in each of the villages of his parish and employing *conductrices de l'enfance*, who were charged with the duty of guarding the children of two to six years who might be left in their care, and were directed to occupy their attention with play, singing, the manual work which gave the schools their peculiar appellation, drawing, talks about plant life, and promenades in the nearby fields. The plan was successful, but was not adopted elsewhere in France.

Paris had a *salle d'hospitalité*, in 1801, for the children whose parents were compelled to be absent from home, at work during the day, but it was nothing more than a *crèche*, or nursery. In 1822, Jellien, a Parisian, visited the Robert Owen infant school of New Lanark, Scotland (the school was founded in 1816), and informs us that the philanthropist was "obliged to combat the habit of teaching the letters, words, reading, before the knowledge of objects," and that he found it necessary to repeat again and again to the instructors that "it is by the exercise of the senses that the pupils learn the most." The infant school is found in France (Paris) again in 1826, when Mme. de Pastoret established a *salle d'asile* in the Rue de Bac. By 1835 there were nineteen of these schools in the city.

Recognition by the State as forming part of the elementary school system, 1833; examinations for mistresses required, 1837; programs and method definitely and authoritatively announced, 1855,—are some of the subsequent landmarks of history for the *salles d'asile*. The schools grew in importance, tho the opprobrious stigma of a charitable institution implied in the name kept away the children of almost all but the very poor. It was when the title *écoles maternelles* (mothers' schools) was adopted in 1881 that the infant schools became more popular with all classes. The same decree very

properly barred out from positions in these schools the men folk who had hitherto occupied,—I came very near saying *enjoyed* (!)—places as instructors or directors. To-day there are over 6,000 (public and private) infant schools in France and Algiers, with over three-quarters of a million children enrolled—a respectable number when the stationary character of the population is taken into account. (This enrollment is about four times the recent kindergarten figures given for America.) The figures for late years show an increase in the percentage of those attending the lay schools. For 1896-'97, out of 100 pupils in the *écoles maternelles*, 51 were in lay establishments and 49 in schools of the religious orders. In 1901-'02, the percentage was 55.6 for the lay schools, and 44.4 for those of the congregations.

Paris had 167 public infant schools in 1902-03, with 794 *directrices* and teachers, and 54,969 pupils. There were 20 private lay schools, with 1,476 enrolled, and 42 religious schools, containing a total of 9,810 children. The average Paris infant school has a *directrice*, with two or three assistants, and at least one *femme de service* for the work of janitress and canteen helper. One *école maternelle* in Paris has 600 pupils, but it is an exception. Few of them are even half so large. I took care to spend a few hours at some which the *inspectrices* call the best, the mediocre, and the worst. About one-third of the enrolment is absent continually, for various reasons. Certain of the *directrices* (principals) tell me that if a child can spend a day or so at home occasionally, under the care of its mother, they consider it all the better. The ideal condition would be for the mother to take care of the child all the time. But the ideal cannot always be realized. The *école maternelle* is a substitute.

The number of classes (or divisions) into which the children are separated depends upon the number of teachers (usually three in Paris). The *directrices* generally take charge of the "babies" (from two to four years of age) themselves. This work is said to require more experience, and *ma foi!* I believe it, for upon the judgment of my eyes and ears, there must come times when the wants and wails of the numerous brood are beyond the ability of any one terrestrial being to attend to. It is easy to imagine the degree and density of pandemonium that must have prevailed at times under the old *salle d'asile* plan, with several hundred lusty-lunged youngsters agglomerated in one hall, sometimes entrusted to the distracted solicitude of a helpless and hopeless male mortal! Yet, on the whole, the infant schools appear to run with marvellous smoothness. Now and again, when a swarm of difficulties arises, the *femme de service* is called into requisition to calm a tearful little tot, to mend a toy or a torn garment, to sew on a button; or, as at the morning inspection, to wash the faces and hands of certain of the group. The children usually present themselves in the morning neat in person and attire, as the most lackadaisical of parents soon learn that if they are freed of the care of their children during the day, they must send them to school in a respectable condition.

The youngest, the "wee little ones" play chiefly, the whole day long. A large stock of toys is an essential part of the school equipment. Some of these are donated by the *Caisse des Ecoles*, an auxiliary society of the schools. Again, as at Bordeaux, the toys are made by the older public school children in their manual training classes, a system worthy of wide adoption.

For those pupils between the ages of four and six, the infant school concerns itself more with the object lessons, weaving and paper-working, drawing, moral instruction (not omitted in the case of the "babies"); gymnastics, and games. It is only in the upper class (ages five or six to seven or even

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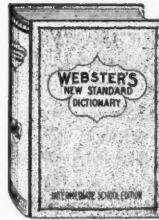
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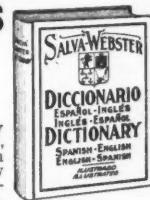


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eight) that any such serious affairs as learning to read from a book or handling little problems in oral arithmetic is considered regular. The extension of the age limit to seven or eight is due to the fact that the *classes enfantines* are being crowded out of the elementary schools proper, because of the recent closing of so many religious schools.

I had the good fortune of an interview with two of the four general inspectors for the infant schools of France; Mlle. Bres and Mme. Kergomard. The latter, who has been twenty-five years in this position, gave the following instance of the different methods of teaching obedience to the three grades of pupils mentioned above. A child from each section is found playing with matches. Take them away from the youngest. It will not do to reason with him. To the second say, "You must never again touch matches, never! never!" To the third say, "You might burn your fingers. You might set fire to your clothes or to the house."

In a similar way with the three who have handled their straw hats roughly. Take the hat from Number One, who is too young to reason why. Suggest to Number Two, "You mustn't do that; if you keep it up, I shall have to take it away and you will not have any hat." To Number Three, "Your papa and mamma work very hard to buy your clothes; if you love your parents, if you wish to make their work less hard, you will take care of what they get for you."

Mme. Kergomard lays great stress on the physical development of the little ones.

Cleanliness, exercise, food, and repose are all provided for at the well regulated infant school. It is said to be difficult at times to get the communes to properly equip a school,—they seem to regard a lavatory as a luxury,—and then, everything in this country is expected from the State!

The infant schools I saw were equipped with cantines, where the noon meal is prepared for those who do not go home, at a cost of from one to three cents for those who can pay. It is gratuitous for the poor. The children bring their own bread and drink,—a bottle of wine or of milk. A tableful of these little tots, busy with their noon repast, is a sight worth going to see. The menus are arranged by a committee (which includes competent physicians), and is planned to give the best possible results for the general good health of the children.

Besides the various rooms for the sections, the infant schools have a large assembly room where they may play, perform marching evolutions, and eat their meals. Every school has also an open

court, generally well shaded with trees, where they may take their exercise.

On the whole, the schools were not so well equipped as any one of the kindergartens I have seen in America. There are no pianos here as with us. The children sometimes sing very nicely, however, even in two parts. While marching and while performing their manual training exercises they sing very well at times.

With the exception of a few mixed elementary schools (and those are in the country), the infant schools and classes are the only institutions in the scheme of primary public instruction in France to admit boys and girls to the same classes.

Since 1886 the principals and other teachers of the infant schools have been required to have the same certificates as those in the other State schools. The women teachers get from \$220 to \$400 per year (with an indemnity for residence in the case of Paris teachers).

There are five local inspectors for the Paris infant schools. Five other departments only have special local inspectors. According to Mlle. Bres, the inspectors for the five districts into which France is divided for general inspection of the infant schools; are changed about every three years. The general inspectors hold conferences in the departments, at which all the women teachers, as well as the pupils of the girls' normal, are present. They also inspect individual schools and offer suggestions to the teachers. They make an annual report to the Minister of Public Instruction.

Children of the infant schools are rewarded for good work and good behavior, with cards called "good points," with images, or toys. They are allowed to wear medals in some schools if especially good. There is an annual distribution of prizes in July.

For punishments the pupils are deprived for a short time of the privilege of working or playing in common,—or a deduction is made from the number of "good points." There is no such thing as corporal punishment permitted in the French schools.

The children are not allowed to commit dialogs or long poems to memory for the purpose of public exhibitions, but judging from what I heard, I believe they sometimes get ready for the visit of the inspector by committing long stories.

The time of the school schedule in these institutions is from 9:15 to 11 a. m., and from 2 to 3:50 p. m., with many short intermissions for play and repose.

Tulle, 1905.



Playgrounds of the State Normal School at San Jose, California.

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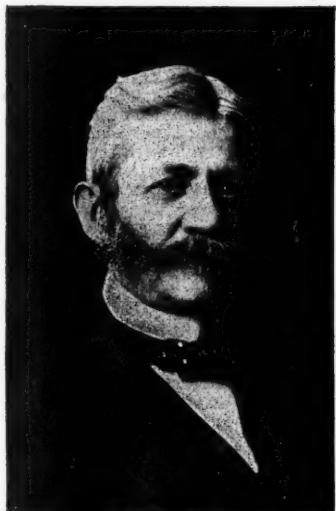


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## Notes of New Books.

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ALGEBRA FOR SECONDARY SCHOOLS, by Prof. Webster Wells, is designed to meet the needs of high schools and academies of the highest grade. While it follows somewhat the plan of the author's ESSENTIALS OF ALGEBRA, many additional topics have been introduced and improvements made. The following features are of special interest:

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This book has the merits which characterize all of Professor Well's text-books and make them one of the most successful mathematics series published. (D. C. Heath & Co., publishers Boston. 462 pp. Price, \$1.20.)

To one who laments the overbearing materializing pressure of modern education, and the meagerness of any attempts to offset it by training the taste and the imagination of the young, a book like P. E. Quinn's ART READER lifts up a flag of hope. The book is intended for supplementary reading in the schools. It makes no attempt to constitute a text-book on the history of art, but merely reviews the great achievements in sculpture, in painting, and in architecture, giving them sufficient depth and richness of setting to carry some idea to the average American child of a world apart from that world of glorified industry he most commonly knows; a world of chastened traditions, of untroubled serenity and repose, and of enduring beauty.

The book is excellently illustrated throughout. (A. W. Elson & Co., Boston.)

Among the requirements for college entrance examinations in English between now and 1908, are selections from Spencer's FAERIE QUEEN, Washington's FAREWELL ADDRESS, and Webster's FIRST BUNKER HILL ORATION. Teachers of English in high and secondary schools will be interested to know that Ginn & Company have brought out these texts in their series of standard English classics. The volume of selections from Spencer is edited with introduction and notes by Mary E. Litchfield. The two "addresses" are edited by Charles Robert Gaston, teacher of English in the Richmond High School, New York City. To those who are not familiar with the standard English classics it may be worthy of note that the various volumes are printed in large type on good paper. Paragraphs or lines are numbered, and the notes and introductions are numerous and helpful. (Ginn & Company, Publishers, Boston, Mass.)

It is an unobtrusive book with its simple red, white, and blue cover and its simpler title, MR. PRATT, but this, the latest book from the pen of Joseph C. Lincoln, is one of the very best of the new books appropriate for the summer season. One can hardly imagine a more delightful way of spending a couple of days than leaning against a rock by the seashore with this volume in hand. Mr. Pratt, who is a clam digger and a sailor of a delightful type that is fast disappearing from the New England coast, tells the story of the two wealthy young New Yorkers who come his way in search of the "natural life."

The purpose of the story is evidently to amuse the reader and this it certainly does, but beneath all there is the underlying lesson that the only life that is "natural" to any one is the life to which he is accustomed. Our young friends enjoy their summer at Ozone Island, with Sol Pratt and Eureka to cook and keep house for them, but with the first bracing

days of autumn their thoughts turn more and more anxiously towards New York and "the Street." The story is well told.

It is healthy in tone and gives an excellent picture of the life it represents. As a means of helping the weary teacher forget the troubles and anxieties of the school year, MR. PRATT is cordially recommended. Tuck it into your dress suit case to read on the train or the boat. (A. S. Barnes & Company, New York. Price \$1.50.)

The INTERMEDIATE SCHOOL EDITION is the latest volume added to Laird & Lee's excellent series of WEBSTER'S NEW STANDARD DICTIONARIES. The work presents many new features, and is designed to serve the needs of all intermediate school grades and the general public who desire a complete but inexpensive lexicon.

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The diacritical marks are simple, uniform with other editions of Webster's New Standard Dictionary, and based upon Webster's original system. There is a key to diacritical marks at the foot of each page. Special study on the evolution of diacritical markings with a complete key of pronunciation is given.

The volume contains six hundred text-engravings, arranged in direct connection with the words to be illustrated. Many of these engravings represent the latest developments in the mechanical arts, giving the child accurate and practical ideas of modern mechanics and the evolution from the more primitive devices of elemental civilization; thus valuable comparisons can be made, as of the tricycle with the automobile, the tread-mill with the modern engine; the threshing machine, the telephone, typesetting machine, traction engine, and tally-ho are only a very few of these illustrations. Nature study is represented by hundreds of engravings of animal and plant life. Geometry, music, drawing, architecture, and other subjects are also copiously illustrated. A special frontispiece of two pages represents flags of all nations in colors.

Some of the encyclopedic features of the book are English word building, showing the meaning and use of stems, prefixes, and suffixes; abbreviations in common use; rules for spelling, marks used in proof-reading, and the principal signs used in writing and typography. Special details of make-up are hand composition, new plates, used exclusively for this edition, good legible type, and special paper. There are 456 pages,  $4\frac{1}{2} \times 6\frac{1}{2}$  inches in size. The book is  $1\frac{1}{2}$  inch thick and is bound in black silk cloth, with a special cover design and title in gold. It is uniform with the other school dictionaries of this company. (Laird & Lee, Publishers, Chicago. Price, 50 cents.)



Professor Calisthenos has successfully Jiu Jitsu'ed his man, a very dangerous character, but does not know what to do next. This victory took place in a lonely spot, almost a mile away from the habitations of men. No news since then.

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## The Educational Outlook.

The amendment to the new teachers' retirement bill in New Jersey has been declared constitutional by Attorney-General Robert H. Carter, in the opinion which he submitted to the State Board of Education.

Supt. John A. Long of Streator, Ill., has been elected superintendent of the Joliet schools at a salary of \$2,500 per year. The Streator Board, after visiting several cities, elected Supt. M. G. Clark of Princeton, Ill., as superintendent at Streator at a salary of \$2,000 per year. Superintendent Clark's place in Princeton has been filled by the election of Supt. Elmer G. Bridgham of Owego, N. Y., at a salary of \$1,500 per year.

Many vacancies have occurred in the Toledo, O., schools during the past few months, and there is a probability that before school begins in September the Board of Education will need a large number of teachers to take their places. These vacancies have appeared not only in the elementary schools, but also in the High School, and Principal W. B. Guitteau is at present making out the list of new instructors that he will need.

It has been announced that in all probability Acting Chancellor D. C. Barrow would be elected Chancellor of the University of Georgia, and that Col. C. M. Snelling, now filling the chair of mathematics, would be elected Vice-chancellor, an office about to be created at this institution.

Both men have given evidence of high executive ability and both stand in the most favorable relation to the student body and the public.

At an important meeting of the School Board at Marion, Pa., it was decided to establish a Township High School, in response to the community's wishes. The school will be opened at Stouchsburg, at the beginning of the next school year, and will have a term of eight months. The principal's salary was fixed at \$55. The Board regraded the schools into the divisions primary, intermediate, and high.

Supt. E. C. Coker of the Greenwood, S. C., public schools has been elected to the position of professor of mathematics in Winthrop College at Rock Hill. During the time that he has been in Greenwood he has conducted the schools with signal ability, and they have prospered as never before. His place will be a difficult one for the people of Greenwood to fill.

The school trustees of Chicago have been examining text-books and talking with book agents for a month or more. On June 20 Trustee George Duddleston presented to the Board of Education a resolution ordering a change in the readers used in the elementary schools. This is the first decisive step toward dropping the readers published by Rand, McNally & Co.

It has been explained that this is only a beginning; and that every text-book in Chicago schools for which there is a better substitute will be taken out. Of the twenty-nine text-books used in the elementary schools, seventeen have been in use four years or more, and therefore the Board has a legal right to change them. The annual sales of these seventeen books are estimated at \$370,000.

### Co-Education in the Grammar Schools.

The question of co-education in the grammar schools of South Boston is being more or less violently agitated.

The matter is not vital, and no great harm can be done, whatever the decision may be, writes the *Boston Advertiser*. The harm, if there is any, will come from the unpleasant feelings engendered incidental to the discussion. This same question has been discussed by city after city. Some have decided upon one course and some have decided upon the other. And in no case has there been any discernible or traceable difference in the final results. The American principle seems to call for the education of the boys and the girls of the grammar schools together, and this is the prevailing method in American cities and towns. This view of the matter, that it is the wiser and more feasible method, is held by the majority of educators. The question of co-education in colleges is another matter, for there the problem assumes different proportions and an entirely different set of arguments pro and con must be brought into play.

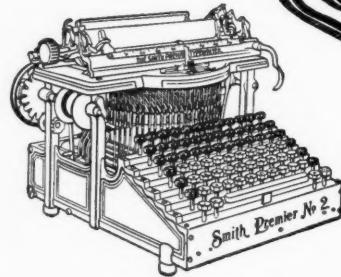
### Pennsylvania School Appropriation.

State Treasurer Berry is making good, says the *Wilkesbarre, Pa., News*. For the first time in years the school districts of the State are receiving the State appropriation on time. Less than a week after the appropriation for the year was available Mr. Berry had sent out warrants to different parts of the State aggregating \$200,000. He proposes paying out the money as soon as the districts make out

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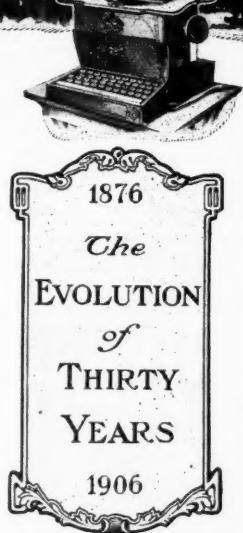
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the reports required by law and forward them to Harrisburg.

The sum of \$5,550,000 has been appropriated for school purposes and Treasurer Berry intends having every district paid its allotment in full before the school term opens in September. This is in striking contrast with previous records, made by political appointees, where the money remained in the hands of favored bankers over six months beyond the time prescribed by law, to give the man opportunity to secure interest at the expense of the school district. Because of this the school districts of the State have been obliged to borrow large amounts of money and pay heavy interest on the same. Honest government is always a distinct advantage to the people.

#### Old-Fashioned Honesty.

In a speech delivered at the silver anniversary celebration of Drake University, Des Moines, Ia., Theodore Shonts, chairman of the Isthmian Canal Commission, and son-in-law of the late Gov. F. N. Drake, the principal benefactor of the University, pleaded for the Nation's return to old-fashioned standards of honesty. He said:

"In a time like the present, when a spirit of discontent and of revolt against existing conditions is abroad in the land, the harm which an ignorant mind, no matter how sincere and well-meaning, may do, is incalculable.

"Calm reasoning is necessary to meet and direct into safe channels this spirit of discontent and revolt. That there are grave causes for it cannot be denied. The demands for reform, hysterical and unreasoning as many of them are, are well grounded and must be heeded. The evils complained of have come about because as a people we have drifted from the old standard of honesty and patient accumulation, into a mad rush for wealth,

for the piling up of enormous fortunes in the shortest possible period of time. We must be brought back to the old moorings, not by violence and unlawful methods, but by calm and inflexible application of law. That the country will right itself, that it will pass safely thru this crisis as it has passed thru all those that have preceded it, no one familiar with its history can doubt.

#### Lowell Training Graduation.

Twelve young teachers were graduated from the Lowell Training School at Lowell, Mass., on June 4. The exercises attending their graduation were of an unusually interesting character. An exhibition of the regular work of the school was given, and classes in geography, in arithmetic, in music, in reading, etc., were taught by the graduate teachers, showing a fine mastery of the modern methods by which children of differing nationalities are being trained in the ideals of American citizenship. The address was delivered by Nathan C. Schaeffer, superintendent of public instruction for the State of Pennsylvania and president of the National Educational Association. At its close he said:

"We read in the book of books of One who worked at the carpenter's bench; but no one ever speaks of Him as a great carpenter. He healed men's sicknesses, but nobody speaks of Him as a great doctor. He expounded the laws so that men were astonished; but nobody ever speaks of Him as a great lawyer. When we speak of a 'great teacher,' the mind goes back to Jesus of Nazareth; and from Him, the art of teaching has been called 'the divine art.' It is the highest of all the fine arts known to men. It is therefore a hopeful sign, when an audience like this will stay together by the hour, listening to work done in the preparation of those who are to engage in the divine art of teaching."

In the evening the alumni dinner of the Training School was held. There were a number of after-dinner speeches by invited guests, and their words in praise and congratulation of the Training School and its management were unmistakably enthusiastic. Mr. Lawrence Cummings who was a member of the school committee at the time of the establishment of the school, said: "The Training School has been successful. That it can stand up against any test that is put to it is manifest to any person who has given the subject serious consideration."

The principal of the school is Miss Gertrude Edmund. Her able and clear-sighted administration and her devoted service, which have made the school a factor of the greatest importance in the school life of the district, won the highest tribute from those present.

#### Dr. Noss Goes to Europe.

On June 27 the State Normal School at California, Pa., closed the most prosperous year in its history. More than six hundred students were enrolled in the normal department and more than one thousand in all departments. The Trustees have granted a year's leave of absence to the principal, Dr. Theo. B. Noss. He will spend the year with his family in Europe, sailing from New York, June 30, on the St. Louis. His time abroad will be used largely in the observation of school work, especially in France and Germany. In his absence Dr. Charles A. McMurry will be acting principal. Dr. McMurry has been a member of the faculty during the past year. The exercises of Commencement began with the baccalaureate services, Sunday evening, June 24. The sermon was preached by Dr. N. C. Schaeffer, state superintendent of public instruction. Prof. J. C. Hockenberry, of the chair of

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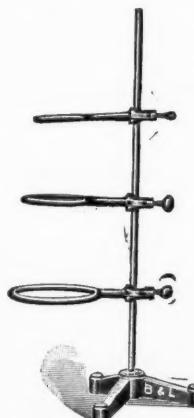
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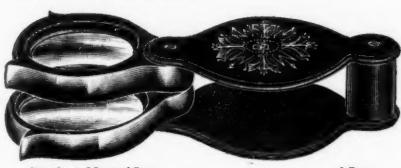
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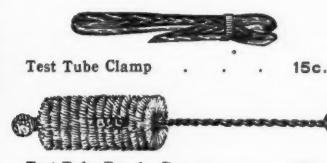
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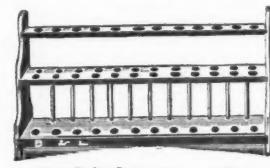
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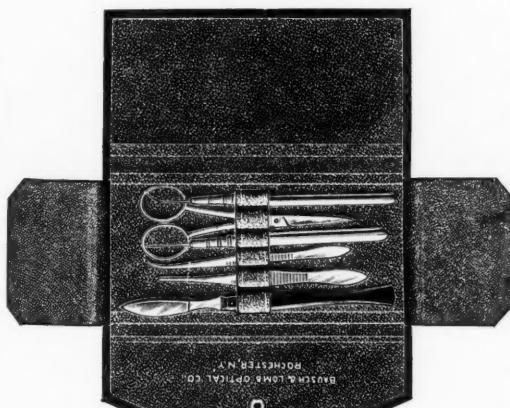


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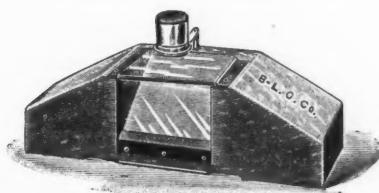
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psychology in the Normal faculty, last week received the degree of Doctor of Philosophy from the University of Pennsylvania.

**San Francisco Letter.**

The following letter has been sent from San Francisco to THE SCHOOL JOURNAL:

Dear Boys and Girls of our Sister States:

I have known a great deal about you for a long time and have loved you very much. Of course, you wonder how this can be when we have never met, but it is all because I am a friend of so many of your little playmates. Indeed, there is no other teacher in San Francisco, I am sure, who has met as many of your companions.

Before April 18, 1906, that day of the terrible fire, our city was very happy and prosperous. Many people of your States said good-bye to you and came to us to make their homes and continue their labor. You, no doubt, felt sad, bidding farewell to your little schoolmates, and wondered if they would succeed in the strange, new place.

Now, I am what is called the ungraded teacher in a large city school and one of my duties is to take care of just such boys and girls. I examine them carefully on their former work and teach them any subject which may be necessary in order to connect what they have already learned with the regular lessons of our schools. Then they are placed in the grade for which their work has fitted them.

You know that all schools do not take up the same studies at the same time. Besides, we have eight grades below the High School, while some of you have seven, others nine and some ten. Then you have your different divisions and sections, so that when pupils leave you and come to us, they might get lost or shoved back in the crowd if they didn't

have a teacher to study their special needs.

There was that girl from Maine, beautiful and straight as a pine, who came to San Francisco last December just in the middle of her last grammar year. She was afraid she would have to go back a division because she had not made the same progress in history and had taken a somewhat different course in arithmetic. But she knew her history so well that she soon mended the break in the chain of events and took hold of the new movements with great confidence. Her training in arithmetic was so fine that she took up the special points of our course without any trouble and soon went on with the regular class. On June 2, 1906, she received her certificate under the trees in our beautiful park, where the exercises were held. You see so many of our buildings had been burned that our classes met in the open air for the closing day. Your friend from Maine will always remember those happy speeches and cheerful songs.

Some of you from Portland, Oregon, who are going to build that school for us, would like to hear of your friend Alexander. He is a boy to be proud of. He had lost time by sickness and traveling, but when he found there was a class in which he could study the special points he needed, he went right to work and soon mastered his difficulties. Now he is almost ready to enter the Polytechnic High School. We hope to have a new building to replace the burned one so that our little friend and many others may go on with their work.

If time permitted, I would tell of other friends from the little rural schools, both North and South, who were such independent workers; of the boys from Chicago, St. Louis, and New York, who went at everything in such a business-like way; of the children from the plains

of Kansas and from the mountains of New Hampshire, my friends and yours.

They join with me in thanking you for the efforts you are making to rebuild our schools.

Your friend,  
JULIA C. COFFEY.

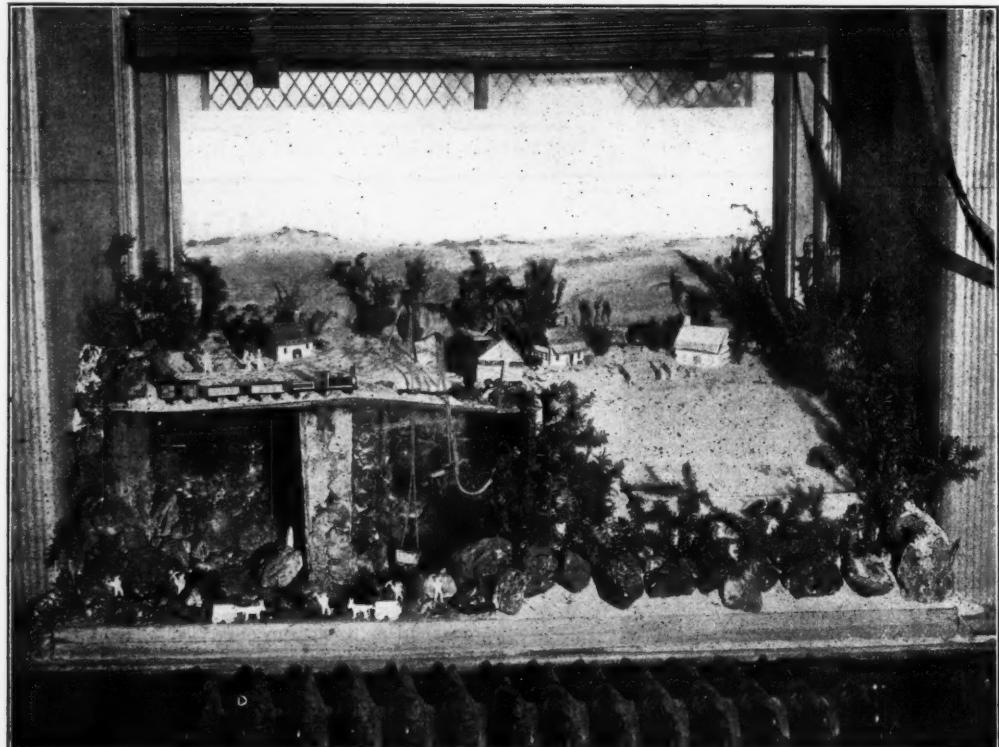
San Francisco, Cal.

**New Home for Psychical Research.**

The little rooms, crowded with old pamphlets and dusty book-shelves, at the top of one of the old brick buildings at Boylston Place in Boston have ceased to be the headquarters of the American Branch of the Society for Psychical Research. The Society itself has been formally dissolved, and at the end of the current year its papers and documents will be sent over to England.

The Society practically passed away with the death of Dr. Richard Hodgson. Dr. Hodgson, who during his lifetime had become absorbed in the study of spirit phenomena and trance mediumship, had made the Society largely a reflection of these interests. This was not wholly in accord with the ambitions of some of the members, who wished the Society to embrace a more general scope. After the doctor's death it was proposed to get Prof. James H. Hyslop of New York to act as secretary. The professor, however, declined, except on condition that the branch would secure an endowment of \$25,000. This proved impossible.

The branch was dissolved. It did not follow, however, that the study of psychic phenomena in this country was henceforth to lapse into neglect and obscurity. As the old organization fell apart, a new, independent society sprang up, which will be known as the American Institute for Scientific Research. It has been



Model of a Coal Mine in a Window of Public School No. 137, Grand Street, New York City. It was made by the pupils of Miss Rose N. Archer, the kindergartner. A full description of this mine will be found in the June number of *Teachers Magazine*.

June 30, 1906

THE SCHOOL JOURNAL

697



Good morning!  
Have you used  
Pears' Soap?

OF ALL SCENTED SOAPS PEARS' OTTO OF ROSE IS THE BEST.  
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granted a perpetual charter by the State of New York.

The members of the Board of Trustees are Dr. James J. Putnam of Harvard University, Dr. Minot J. Savage of New York, Dr. R. Heber Newton of Easthampton, N. Y., C. Griswold Bourne of New York, Charles N. Jones of New York, William S. Crandall, of New York, Miles Menander Dawson of New York, Charles L. Bogle of New York, and Prof. James H. Hyslop of New York. The last five named are the incorporators.

The Institute intends to do such work as is now being carried on by the Institute General Psychologique in France, which is under the auspices of the French Government, and in which Dr. Richet has made so many interesting discoveries. It will organize series of investigations in psychical research and abnormal psychology and extend as widely as possible the knowledge of phenomena connected with these subjects. Section B of the Institute is to be known as the American Society for Psychological Research; and this section will carry on the special work of the Society which has become dissolved.

The council of the Institute is at present being formed. It already comprises the names of Prof. W. Romaine Newbold of the University of Pennsylvania, Prof. H. Norman Gardiner of Smith College, Prof. W. R. Benedict of the University of Cincinnati, Dr. Weston D. Bayley of Philadelphia, and Dr. James H. Hyslop of New York, who has been appointed secretary and treasurer.

There will be five types of privileged members — founders, patrons, fellows, members, and associates. It costs \$5,000 to become a founder, \$1,000 to become a patron, and to become a fellow, \$25 a year, or \$500 for a life fellowship.

Members pay an annual fee of \$10, associates \$5 a year. A fellow has the privilege of being enrolled in all sections

of the Institute; of receiving all its publications; and of the use of the rooms and library. A member is enrolled in one section, and receives all the publications; an associate is enrolled in one section, and receives the journal of that section.

The headquarters of the new Institute are at 519 West 149th St., New York, where Dr. Hyslop, the secretary, has his quarters.

### Regents' Examinations a Barbarism.

Regents' examinations are a relic of barbarism, and a menace to the public health, declares Dr. De Witt G. Wilcox, president of the Homeopathic Medical Society of the State of New York. In discussing the action of Buffalo school principals concerning the unusually difficult regents' examinations, Dr. Wilcox said:

"It seems to me this is a subject which should be constantly agitated, until parents and educators are aroused to the full significance of the many physical breakdowns among our school children. Many physicians who have been skeptical heretofore, now declare most emphatically that our present methods of term and regents' examinations are productive of untold physical suffering and permanent mental injury, because of this barbaric method of testing a child's mental grasp of a subject. The cramming process now in vogue among the students is enough to condemn the system, aside from the physical ills produced."

In his address to the Homeopathic Medical Society at its last meeting, Dr. Wilcox speaks about this same subject at greater length. He said:

"What better method can possibly be devised for killing all possible initiative and natural pleasure in a study on the part of both pupil and teacher than this

uniform pressure system? What possible inducement or opportunity is there for the teacher of original thought and broad ideas to bring into the subject personal ideas, experiences, or illustrative points, when she knows full well that she has just so much time to cover this subject, and any knowledge foreign to the text will count as nothing when those cold-blooded questions confront the child? Her whole thought and aim is to prepare her class that they may be able, parrot-like, to answer certain questions which she knows will be put to them by a body of examiners who know nothing of, nor have the least sympathy with the individuality of her class.

"This idea of bringing all the pupils of the school up to a uniform arbitrarily fixed standard, thru the medium of term and regents' examinations, is about as illogical from a physical standpoint as it would be to oblige all the pupils to come up to a certain arbitrarily fixed standard of height and weight. Suppose our State Board of Health should decree that all children of a certain grade must stand just sixty inches high, must have a girth of twenty-three inches, and must weigh ninety-four pounds. Upon a certain fixed day, an inspector from said Board would visit said grade, and a certain per cent. of the children, we will say ninety-five per cent., must come up to those requirements; if not, the teacher will be regarded as incompetent. As the day of inspection approaches, the teacher begins to take measurements; she finds the Lord, thru an undoubted mistake, has made Johnny short and chunky. He is considerably below the standard. So Johnny is put into a press, especially designed for that purpose, and the screw turned on. Sure enough, he is a little longer next day, and thus encouraged the teacher squeezes him down a little tighter each day and he becomes proportionately longer. Pretty

## EDUCATIONAL FOUNDATIONS

For Teachers' Study and Reading Circles *Educational Foundations* supplies broad, progressive and carefully planned courses of reading for teachers and those aspiring to teach. Being really a serial text of pedagogy it occupies a unique place among professional periodicals. Many superintendents and principals adopt it year after year as a basis for professional reading and discussion. It appeals especially to reading circles, normal classes and study clubs where discussion may supplement individual study. Serious students of education regard it as a profitable and most convenient text of the history, philosophy, and practice of teaching and school administration. Its monthly appearance offers the advantage that it does not permit the element of novelty to wear off and keeps up an interest in systematic professional reading for a whole year at least.

### SPECIAL FEATURES 1906-7

C. HANFORD HENDERSON's "Autobiography of a Teacher."

JOSEPH S. TAYLOR, Asst. Supt. N. Y. City Schools, and author of "Art of Class Management and Discipline" will conduct a department on "Principles of Teaching."

J. M. RICE, editor of *The Forum*, thru his researches has supplied the outlines for a new science of education. A complete revision of his most important articles will appear, beginning in September.

CHARLES B. GILBERT will discuss the course of study of the common school.

THOMAS M. BALLIET will criticize the various plans of grading and promoting pupils in the elementary schools.

GEORGE S. MESSERSMITH, Supt. of Schools, Newark, Delaware, will present the problem of "Composition in the Lower Grades."

ALBERT SNOWDEN will describe the school systems of France, Germany, Great Britain, Italy, Sweden, Denmark, and probably Switzerland also.

*Educational Foundations* will be ready for mailing to subscribers on or before the 15th of the month preceding date of issue. \$1.25 a Year.

A special price of \$1.00 a year will be made to Teachers' Reading Circle Clubs of ten copies or more, sent in one package or to individual addresses as desired. A booklet with full instructions for forming primary reading circles in cities and rural districts will be sent on application.

## TEACHERS MAGAZINE

\$1.00 a Year

During 1906-7 will be the most helpful, most interesting, and most beautiful magazine published for teachers of all grades.

Send 15 cents for the June number, with its exquisite cover in three colors, and the program for 1906-7.

## OUR TIMES

\$1.25 a Year

Thousands of teachers and thousands of school-rooms where this delightful paper is read with increasing interest each week, testify to the pleasure the periodical has given and the good it has done. It is carefully edited and therefore especially suitable for school use. Sample copy and special terms for school clubs on request.

Soon Johnny begins to show signs of not wanting to go to school; he says "tain't no fun"; and his mother, and father, and aunts, and Sunday School teacher, are all horrified that Johnny finds no pleasure in school. The teacher sends home reports that Johnny is stretching out beautifully, and thus encouraged, his parents keep him at it. The fact that he is not eating well, does not take much interest in life, makes no difference, so long as he can be made to show up an additional one-fourth inch each day, under the letter-press process. When the day of inspection comes, Johnny by remaining in the press over night and part of Sunday, is brought up to the required standard. The inspector pats him on the head and tells him it was a close squeeze. Johnny believes him.

"But the sad part of it is, Johnny isn't good for anything else afterward, except as an exhibition freak, showing how the shortest boy in the class was pressed out to the full required standard.

"Now, ridiculous as this appears, is it not just what we are doing with our school children in this State of New York? The only difference is, we are applying the screw process to the brain instead of the body, but the harmful results are the same, or greater.

"How much longer must we continue to sacrifice our children to this insatiable Moloch, reared by the New York State regents and maintained by the unsupported and undemonstrated argument that they are elevating the standard of education? Is it not time that we asked our efficient State Commissioner of Health to make a thoro canvass of the State and ascertain thru the various boards of health under his charge what proportion of school children are affected by these examinations? The statistics on one point alone would give much light, namely, the amount of sickness and absence among children at a certain age im-

mediately preceding and following regents' examinations, as compared with other periods when there were no examinations but when climatic conditions were equal."

### Opening of the Jersey City High School.

The new High School building at Jersey City, N. J., will be opened in time for the Commencement exercises to be held there June 28.

The plans and specifications of supervising architect John T. Rowland, Jr., for the improvement of the grounds about the building have been accepted, and bids will be received at the meeting of the Board on June 12. The secretary has also been authorized to advertise for bids for the special furniture, laboratory apparatus, and other supplies for the High School. These bids were received at the meeting of June 27.

An important change in relation to the High School has been made, the Board extending the commercial course from two years to four years, in order to give the pupils more thoro qualifications. The teachers' warrants were ordered drawn for June, July, and August, so that the teachers might have their pay for the whole summer before going on their vacations.

### Dr. Milne Remembered.

A silver loving cup was presented to Pres. William J. Milne, of the Normal College at Albany, by the members of his faculty, at the annual banquet of the College's Alumni Association.

The banquet was held at the Stanwix. Nearly 200 members of the Association were present, and the college spirit ran high. At the conclusion of the toast list, Prof. William B. Aspinwall made a eulogistic address on the work and character of Dr. Milne, and as the orchestra struck

up "For He's a Jolly Good Fellow," the cup was disclosed. The presentation was a surprise to every one except the donors.

Manual Training, in charge of Miss Hanson, the present supervisor of manual training at Asbury Park, will be introduced in the Cranford, N. J., public schools the coming school year.

The title of Old Greek on a handsome volume aroused my attention not long ago, writes Amos M. Kellogg in a recent article. I knew Professor Edward North who received that title from the students of Hamilton College over fifty years ago when he taught Greek and Latin there. This volume is a tribute by his son to his memory; it has a portrait of him, but it is not equal to the photograph he gave me with his own hand. Who of us does not remember his house half way up the hill and the fine outlook of the Oriskany Valley with the village of Clinton in the foreground? The title "Old Greek" given him was an expression of love and not of derision. He was truly loved by his pupils. Appointed Professor of Ancient Languages in 1843, in 1901, having taught for fifty-seven years, he resigned it. This man was a true teacher; he loved the work, loved the students, loved the colleges; he loved nature immensely; a tree was to him almost a human being. When the schools have men of his characteristics in them education will surely be the product. Here is a large volume and yet all of us who knew Edward North feel that it is too small to set forth his many virtues. Is it not a fact that too little is said in remembrance of revered teachers? Do teachers buy memorial volumes of this sort? We fear not; they undervalue the glorious profession, and it is good that "Old Greek" had a son who set a proper value on so worthy a father.

**Right across the street**

The Grand Union Hotel is the first thing you see when you come out of the Grand Central Depot in New York. You don't need a cab to get to it. Carry your baggage checks to the office and your baggage will be put into your room without bother or expense. Hotel comfort means good rooms, good service, good things to eat. The Grand Union makes guests comfortable. European plan, \$1 per day upward.

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## American Institute of Instruction, New Haven, Conn., July 9-12.

## General Sessions.

MONDAY EVENING, JULY 9—WOOLSEY HALL.

8 to 10.

## Addresses of Welcome.

His Excellency, Governor Henry Roberts, Hartford.  
 His Honor, Mayor John P. Studley, New Haven.  
 Arthur M. Wheeler, Durfee Professor of History, Yale University.

## Address in Response.

Dr. A. E. Winship, Editor *Journal of Education*, Boston.

## Address.

Hon. Charles D. Hine, Sec'y State Board of Education, Hartford.

TUESDAY MORNING, JULY 10.—WOOLSEY HALL.

9 to 10.30.

President's Address: "The Function of the State in Education."  
 Walter E. Ranger, Commissioner of Public Schools, Providence.

"The Teaching of Commercial Geography."

Albert G. Keller, Assistant Professor of the Science of Society at Yale University.

"Disciplinary Values of Education."

Frederick W. Hamilton, President of Tufts College.

TUESDAY EVENING.—WOOLSEY HALL.

8 to 10.

"Educating the People for International Arbitration."

William H. P. Faunce, President of Brown University.

"The Arts and Crafts in the Public Schools."

Henry T. Bailey, Editor *The School Arts Book*, and formerly State Supervisor of Drawing for Massachusetts.

WEDNESDAY MORNING, JULY 11.—WOOLSEY HALL.

9 to 10.30.

"The Individual versus the Class."

George C. Chase, President of Bates College.

"On the Trail of the Troublesome Boy."

Carroll G. Pearse, Superintendent of Schools, Milwaukee.

"The Need for Public Trade Schools."

Flavel S. Luther, President of Trinity College.

WEDNESDAY AFTERNOON.—WOOLSEY HALL.

4.30 o'clock.

## Organ Recital.

Benjamin Jepson, Supervisor of Music in the Public Schools of New Haven.

WEDNESDAY EVENING.—WOOLSEY HALL.

8 to 10.

"What Service Does the Public Require of the Public's Schools for the Public's Children?"

His Excellency, the Hon. Henry Roberts, Governor of Connecticut.

His Excellency, the Honorable Charles J. Bell, Governor of Vermont.

His Excellency, the Honorable George H. Utter, Governor of Rhode Island.

THURSDAY MORNING, JULY 12.—WOOLSEY HALL.

9 to 10.30.

General Subject: "City School Problems."

"The Problem of Rights at School."

Walter H. Small, Superintendent of Schools, Providence.

"The Problem of the Incorrigible Boy."

Frank H. Beede, Superintendent of Schools, New Haven.

"The Problem of the Backward Pupil."

Andrew W. Edson, Assistant Superintendent of Schools, New York City.

THURSDAY EVENING.—WOOLSEY HALL.

8 to 10.

"How the Superintendent May Correct Defective Class-Work and Make the Work of the Recitation Teach the Pupil How to Prepare His Lessons Properly."

Hon. William T. Harris, U. S. Commissioner of Education, Washington, D. C.

"Moral Training in the Public Schools."

Hon. Nathan C. Schaeffer, President of the National Educational Association, and State Superintendent of Public Instruction, Harrisburg, Pa.

There will be an address by Miss Kate Stevens, of Teachers Training College, London, England, on "Some Recent Educational Developments in England."

## Department Sessions.

## Department of School Administration.

President, CHARLES H. KEYES, Supervisor of Schools, Hartford.

TUESDAY, JULY 10.—WOOLSEY HALL.

10.45 to 12.45.

## Addresses by

Wm. T. Harris, U. S. Commissioner of Education, Washington, D. C.  
 Charles D. Hine, Secretary State Board of Education, Hartford.  
 George I. Aldrich, Superintendent of Schools, Brookline Mass.

THURSDAY, JULY 12.—WOOLSEY HALL.

10.45 to 12.45.

## Address.

Nathan C. Schaeffer, President National Educational Association, Harrisburg, Pa.

"The Relation of Theorist and Practitioner in School Supervision."

Henry Suzzallo, Stanford University, Cal.

"The Mutual Responsibilities of Principal and Superintendent."

Clarence F. Carroll, Superintendent of Schools, Rochester, N. Y.

## Department of Rural Education.

President, KENYON L. BUTTERFIELD, President Massachusetts Agricultural College, Amherst, Mass.

Secretary, H. D. HEMENWAY, Instructor in School Gardening, Woodland Farm Camp School, Westchester, Conn.

TUESDAY MORNING, JULY 10.—MARQUAND CHAPEL.

10.45 to 12.45.

"The Significance of the Report of the Massachusetts Commission on Industrial Education."

Hon. Walter E. Ranger, Commissioner of Public Schools, Providence, R. I.

Discussion opened by Frank Fuller Murdock, Principal North Adams Normal School, Massachusetts.

"The Standard Rural School."

Hon. Frank H. Damon, Superintendent of Schools, Hampden, Me.

## Discussion.

WEDNESDAY MORNING, JULY 11.—MARQUAND CHAPEL

10.45 to 12.45.

"Have the Principles of Agriculture a Legitimate Place in the Curricula of the New England Public Schools?"

Hon. Mason E. Stone, Superintendent of Education, Montpelier, Vt.

Wm. P. Brooks, Director Massachusetts Agricultural Experiment Station, Amherst, Mass.

(a) "The School Garden as an Instrument of Sound Education."

W. A. Baldwin, Principal State Normal School, Hyannis, Mass.

(b) "Preparation of Teachers for School Garden Work."

H. D. Hemenway, Westchester, Conn.

## Department of School and College Athletics.

President, ALLISTON E. TUTTLE, Principal High School, Bellows Falls, Vt.

TUESDAY AND WEDNESDAY, JULY 10 AND 11.

OSBORN HALL, ROOM A-2.

10.45 to 12.45.

## Addresses by

G. W. Ehler, Supervisor of Physical Training, Public Schools, Cleveland, Ohio.

W. G. Anderson, Yale University.

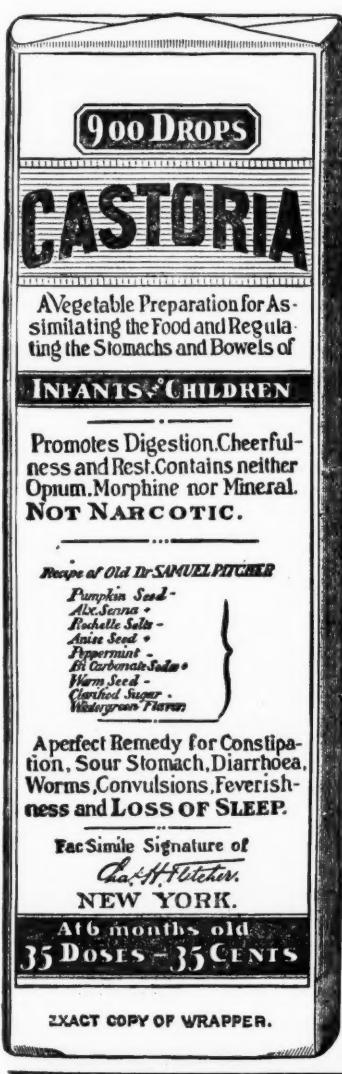
James H. McCurdy, International Y. M. C. A. Training School, Springfield, Mass.

And others.

## What is Castoria.

**C**ASTORIA is a harmless substitute for Castor Oil, Paregoric, Drops and Soothing Syrups. It is pleasant. It contains neither Opium, Morphine nor other Narcotic substance. Its age is its guarantee. It destroys Worms and allays Feverishness. It cures Diarrhoea and Wind Colic. It relieves Teething Troubles, cures Constipation and Flatulency. It assimilates the Food, regulates the Stomach and Bowels, giving healthy and natural sleep. The children's Panacea—The Mother's Friend.

The Kind You Have Always Bought, and which has been in use for over 30 years, has borne the signature of Chas. H. Fletcher, and has been made under his personal supervision since its infancy. Allow no one to deceive you in this. All Counterfeits, Imitations and "Just-as-good" are but Experiments that trifle with and endanger the health of Infants and Children—Experience against Experiment.



### Letters from Prominent Physicians addressed to Chas. H. Fletcher.

Dr. F. Gerald Blattner, of Buffalo, N. Y., says: "Your Castoria is good for children and I frequently prescribe it, always obtaining the desired results."

Dr. Gustave A. Eisengraeber, of St. Paul, Minn., says: "I have used your Castoria repeatedly in my practice with good results, and can recommend it as an excellent, mild and harmless remedy for children."

Dr. E. J. Dennis, of St. Louis, Mo., says: "I have used and prescribed your Castoria in my sanitarium and outside practice for a number of years and find it to be an excellent remedy for children."

Dr. S. A. Buchanan, of Philadelphia, Pa., says: "I have used your Castoria in the case of my own baby and find it pleasant to take, and have obtained excellent results from its use."

Dr. J. E. Simpson, of Chicago, Ill., says: "I have used your Castoria in cases of colic in children and have found it the best medicine of its kind on the market."

Dr. R. E. Eskildson, of Omaha, Neb., says: "I find your Castoria to be a standard family remedy. It is the best thing for infants and children I have ever known and I recommend it."

Dr. L. R. Robinson, of Kansas City, Mo., says: "Your Castoria certainly has merit. Is not its age, its continued use by mothers through all these years, and the many attempts to imitate it, sufficient recommendation? What can a physician add? Leave it to the mothers."

Dr. Edwin F. Pardee, of New York City, says: "For several years I have recommended your Castoria and shall always continue to do so, as it has invariably produced beneficial results."

Dr. N. B. Sizer, of Brooklyn, N. Y., says: "I object to what are called patent medicines, where maker alone knows what ingredients are put in them, but I know the formula of your Castoria and advise its use."

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## Department of Public School Finance.

President, ALICE E. REYNOLDS, Supervisor of Primary Schools, New Haven, Conn.

Secretary, HARRY HOUSTON, Supervisor of Penmanship, New Haven, Conn.

TUESDAY, JULY 10.—OSBORN HALL, ROOM A-1.

10.45 to 12.45.

General Topic: "The Wages of Teachers."

"The Expense of the Education which Public Schools Ought to Give."

Dr. Nathan C. Schaeffer, Superintendent of Public Instruction, Pennsylvania.

Calvin N. Kendall, Superintendent of Schools, Indianapolis, Ind.

"How Much Are Teachers Paid?"

Payson Smith, Superintendent of Schools, Auburn, Me.

"What the Present Wage Permits."

A. E. Winship, Massachusetts State Board of Education.

"Wages and Merit."

Clarence F. Carroll, Superintendent of Schools, Rochester, N. Y.

## Department of Peace Instruction.

President, MRS. LUCIA AMES MEAD, Chairman of Peace and Arbitration Department of the National Council of Women, Boston.

TUESDAY, JULY 10.—DWIGHT HALL.

10.45 to 12.45

Teaching of History."

William A. Mowry, President Martha's Vineyard Summer Institute, Hyde Park, Mass.

"The Observance of Peace Day in the Schools."

Mrs. Fannie Fern Andrews, Chairman Educational Committee Association of Collegiate Alumnae.

"The Teaching of Patriotism in the Schools."

Henry M. Leipziger, Supervisor of Lectures, Board of Education, New York City.

"The Heroes of Youth."

William C. Crawford, District Master, Boston.

## Department of Home and School.

President, MRS. CAROLINE S. ATHERTON, Chairman Conference Committee on Education, Massachusetts State Federation of Women's Clubs, Roxbury, Mass.

Secretary, MRS. W. H. CUMMINGS, Chairman Education Committee, Connecticut Branch, Association of Collegiate Alumnae, Plantsville, Conn.

WEDNESDAY, JULY 11.—DWIGHT HALL.

10.45 to 12.45.

"The Schools and the Public."

Arthur D. Call, Supervisor of Schools, Hartford, Conn.

"Women's Organizations and the Schools."

Miss Mary M. Abbott, Chairman Education Committee, General Federation of Women's Clubs.

THURSDAY, JULY 12.—DWIGHT HALL.

10.45 to 12.45.

"What Do Parents' Associations Accomplish?"

Mrs. Fannie Fern Andrews, Chairman Education Committee, Boston Branch, Association Collegiate Alumnae, Boston.

Discussion.

## Department of Civic Moral Training.

President, CHARLES S. CHAPIN, Principal Rhode Island Normal School, Providence.

WEDNESDAY, JULY 11.—COLLEGE STREET HALL.

10.45 to 12.45.

"Moral Education as Illuminated by Herbart."

Professor Walter Ballou Jacobs, Brown University, Providence.

"Education for Civic Righteousness."

Horatio B. Knox, Instructor of History in Rhode Island Normal School.

## PLACES AND TIMES OF MEETINGS OF DEPARTMENT SESSIONS.

Sessions to be held from 10:45 to 12:45, following forenoon General Sessions.

	TUESDAY	WEDNESDAY	THURSDAY
Woolsey Hall.....	Administration		Administration
Marquand Chapel.....	Rural Education		
Osborn Hall, Room A-2.....	School and College Athletics		
Osborn Hall, Room A-1.....	Public School Finance		
Dwight Hall.....	Peace Instruction		
Dwight Hall.....			
College Street Hall.....			
Osborn Hall.....			
Osborn Hall.....			
Osborn Hall.....			

HEADQUARTERS.—The President, Secretary, and Treasurer will be at the New Haven House, the Assistant Secretary at Duncan Hall, and the Assistant Treasurer at The Tontine.

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Altoona, Pa.	1311 Eleventh Av
Anderson, Ind.	11th & Meridian Sts
Asbury Park, N. J.	626 Cookman Av
Atlanta, Ga.	55 Whitehall St
Augusta, Ga.	844 Broad St
Annapolis Md.	118 Main St
Atlantic City, N. J.	1102 Atlantic Av
Baltimore, Md.	63 E. Baltimore St
Baltimore, Md.	207-9 N. Eutaw St
Baltimore, Md.	1100 Light St
Baltimore, Md.	501 N. Gay St
Baltimore, Md.	431 S. Broadway
Baltimore, Md.	228 Hanover St
Baltimore, Md.	615 W. Lexington
Baltimore, Md.	1401 W. Baltimore St
Baltimore, Md.	25 West Biddle St
Baltimore, Md.	1719 Penna. Av
Binghamton, N. Y.	64 Court St
Birmingham, Ala.	1919 2d Av
Bloomfield, N. J.	36 Broad St
Boston, Mass.	92 Court
Boston, Mass.	239 Fremont St
Bridgeport, Conn.	957 Main St
Bridgeport, Conn.	707 E. Main St
Buffalo, N. Y.	39, 31, 33, 35 E. Chippewa St
Buffalo, N. Y.	577 Washington St
Buffalo, N. Y.	522 William St
Bayonne, N. J.	700 Avenue D, cor. 32d St
Cambridge, Mass.	633 Massachusetts Ave
Camden, N. J.	439 Knights Av
Charleston, S. C.	325 King St
Chattanooga, Tenn.	721 Market St
Chicago, Ill.	76 Adams St
Chicago, Ill.	91 N. Clark St
Chicago, Ill.	823½ W. Madison St
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Chicago, Ill.	215 W. Madison St
Chicago, Ill.	53 W. 63d St
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Chicago, Ill.	232 E. Illinois St
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Cleveland, O.	18 Woodland Av
Columbus, O.	210 S. 4th St
Cortland, N. Y.	10 Main St
Dallas, Texas.	234 Elm St
Danbury, Conn.	163 Main St
Davenport, Ia.	112 W. 2d St
Dayton, O.	18 E. 3d St
Detroit, Mich.	376, 380 Michigan Av
Du Bois, Pa.	35 W. Long Av
East Boston, Mass.	109 Meridian St
East Liberty, Pa.	6127 Penn Av
Elizabeth, N. J.	98 Broad St
Elmira, N. Y.	117 E. Water St
Ellenville, N. Y.	163 Canal St
Erie, Pa.	924 State St
Easton, Pa.	352 Northampton St
Fall River, Mass.	195 S. Main St
Flushing, N. Y.	104 Main St
Fort Worth, Texas.	809 Houston St
Grand Rapids, Mich.	1, 2 Monroe St
Georgetown, D. C.	3077 M St
Harrisburg, Pa.	130 N. 3d St
Hartford, Conn.	979 Main St
Hazleton, Pa.	304 W. Broad St
Hoboken, N. J.	318 Washington St
Holyoke, Mass.	329 High St
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743 Third Ave.	cor. 48th St
1406 Third Ave.	cor. 80th St
2004 Third Ave.	cor. 110th St
2255 Third Ave.	bet. 122d & 123d St
2821 Third Ave.	near 148th St
101 Eighth Ave.	cor. 15th St
683 Eighth Ave.	near 43d St
873 Eighth Ave.	near 52d St
2135 Eighth Ave.	bet. 115th & 117th Sts
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### A Playground on the Roof.

The new Eastern High School of Baltimore, Md., has its playground on the roof. The Board could not secure enough ground around the building for a playground and therefore hit upon the expedient of a roof garden.

It will be about the most sanitary recreation ground imaginable, for it will be as free from the dust of the streets as the Hanging Gardens of Babylon. It will be ample for the capacity of the school, and will be absolutely safe.

The new school contains 32 class-rooms, 15 of which are lighted from the east and 15 from the west, the other two getting northern light. This arrangement gives 30 class-rooms with sunlight half the day, a requirement urged by physicians and architects.

The corridors are extra large, with fire-proof approaches, and every room is close to a large exit. The floors that are wood are packed with asbestos. The entire building is as nearly fireproof as it can be made.

Ventilation has been given close attention and is declared well-nigh perfect. The fresh air will be drawn into the heating chambers from the west, and, after passing thru the filters, will be warmed and distributed thru galvanized iron flues and ducts into the rooms. The impure air will be drawn thru ventilating ducts to the left under the roof, and there collected and discharged above the roof by means of electric exhaust fans.

The assembly hall will seat 1,200. It is on the ground floor in the center of the building. Special attention has been paid to the acoustics. A skylight in the ceiling will give additional light.

### A Milwaukee Plan.

The Milwaukee Teachers' Association has made a report to the School Board making known their wishes in the matter of salaries. Their report reads in part as follows:

"We believe that an annual compensation of \$700, the fifth or sixth year, is none too large.

"We believe, however, that if that increase for teachers the first few years of their work can be obtained only by cutting off the experience increase hitherto granted, a grave injustice will be done, especially to teachers of ten and eleven years' experience."

The three following plans are offered:

Minimum grades I to IV, kindergarten ten directors:

Plan 1—\$450 or \$500 for normal graduates; annual increase, \$50, up to \$600; experience increase of \$50, sixth, ninth, twelfth years.

Plan 2—\$450 or \$500 for normal graduates; annual increase, \$50, up to \$600; experience increase of \$50, eighth, twelfth years.

Plan 3—\$450 or \$500 for normal graduates; annual increase, \$50, up to \$650; experience increase of \$50, seventh, tenth years.

### Ventilation Bad in New York Schools.

On investigating the matter of school building ventilation in the City of New York, the Superintendent of School Buildings, Mr. Snyder, reported to the Board of Education that 344, or over half, of the buildings are badly ventilated.

Frederick S. Oliver of Ballard, Calif., writes: Antikamnia tablets have done grand service in alleviating women's pains. Shall take much pleasure in recommending them in various nerve and inflammatory pains. Druggists sell them, usually charging twenty-five cents a dozen. Camping and outing parties will do wisely by including a few dozens in the medical outfit.

There are 562 buildings in the greater city. Of these, 240 have the Plenum system of ventilation, thirty, direct-indirect, and 286 practically no means of ventilation except by opening the windows. Mr. Snyder reports the ventilation good in 157 of all the cases, fair in 61 cases, and bad in the remainder.

Nearly all known types of heating and ventilating systems are to be found in the list. So remarkable has been the progress in the science of heating and ventilating during the last ten years, that systems which were considered good twelve or fifteen years ago are now obsolete. The school appliances are in charge of six hundred janitors employed by the Board of Education. Of these, Mr. Snyder's report says:

"It is safe to say that out of every 200 janitors not more than one has ever seen a modern ventilating plant or knows anything of the relative importance of 70 degrees temperature, accustomed as they are to anywhere from 90 to 135 degrees. Therefore the 80 degrees, which saps the energy of the pupil and teacher, is cool and enjoyable to him by contrast, and so it is with his fireman, if they be experienced."

In conclusion the report recommended that expert advice be sought for the investigation.

The Board of Education has decided to adopt the recommendation, and is planning to engage the services of a consulting engineer in the work.

### Departmental Plan in Albany.

The departmental plan has been made optional with the principals of the Albany grammar schools. It thus corresponds with the system in New York City. The departmental plan was introduced in Albany in 1903, and the following year became compulsory. At the end of 1905, all the principals, practically without exception, preferred it. During the past few months, however, two or three principals have requested that option be given in the matter of adopting it.

The chief advantage of the departmental plan is the opportunity it gives for specialized teaching. It diminishes, to some degree, the value of the personal relation between teacher and pupil, since the length of association is cut short. But its advocates argue that if the same teacher handles the same subjects in the same schools year after year, this disadvantage will be increasingly less as the years go by.

The general belief seems to be that the plan has not yet been given a fair trial in Albany. Its ultimate fortune cannot be predicted, but it is probable that the final development will be a modification of the departmental plan toward the old system.

### Legalized Children.

In an address delivered at the dedication ceremonies of the new high school building at Archbald, Pa., Mr. Joseph O'Brien brought up an interesting point in connection with the history of the common schools of Pennsylvania. This was the legalization of the children by the act of William Penn. Mr. O'Brien said:

"In 1683 William Penn outlined his plan for the government and management of the schools. It was a system whereby those with means had to pay, while the others went free. For nearly a century the system flourished. Then came the time when the remedial legislation was required. In 1834-56 the question of the school system came to the fore. In 1854 a school act, with some exceptional amendments passed later, came into force and continued until this day as the Common Free Public School System of the Commonwealth."

"It broke down the barriers of caste. There was a great tussle in the Legislature.

It was adopted finally that no matter what the race, creed, or color, all had equal rights to educational with the richest and highest in the Commonwealth. This was a great effort, original in its sense, by the members of the legislature. It legalized all the children. That admirable legislation marked the success of the schools throughout the Commonwealth. It echoed the Bill of Rights and the Declaration of Independence. It brings us back to the cardinal idea of Jefferson that all men are created free and equal. It has made the history of our free common schools in Pennsylvania. I firmly believe that the success of this State is owing to the system of government in the governmental public schools of the Commonwealth, more than in any other history of the State. It helped the foreigners to feel they had rights. It was an incentive to become nobler men under the Commonwealth sovereignty."

### Do the Schools Break Down School Children?

"Is it easier under present conditions to estimate the losses entailed by hog cholera or cattle plague throughout the Union than to determine the number of school children who succumb annually to school diseases?" writes Dr. George Woodruff Johnson in the June number of the *North American Review*. The investigations on this subject have been generally superficial and unsatisfactory in the United States. Dr. Johnson, however, draws deductions from statistics gathered with some care in Europe.

The percentage of "morbidity" among schoolboys in Great Britain is 20; in Denmark, 29; in Germany, 30; in Sweden, 37; among girls, 16 per cent. in Great Britain, 41 in Denmark, 50 in Germany, and 62 in Sweden. Under the head of "morbidity" are included lack of appetite, indigestion, and impaired nutrition, relaxed skin and muscles and muscular twitching, headache, broken sleep, neuralgia, nervousness, nerve irritability, nerve exhaustion, chest pains, cardiac irritability and palpitation, and nosebleed.

In all the countries mentioned it was found that the degree of ill health increased not with age, but in direct proportion to the number of work hours and to the increased burden of studies. For example, the number of pupils suffering from habitual headache increased at the rate of 6 per cent. a year, grade by grade, with advancement thru school.

Dr. Johnson assumes that similar conditions prevail in this country, where pupils are kept full hours in school under the strain of study and the excitement of recitation and criticism. Instead of relying upon athletic work to relieve this strain—a form of fatigue which he considers quite as injurious,—he recommends "a completer comprehension of the school child as a young animal at work and play, and a rational adaptation of work and play to his capacities and needs."

### A Bad Stomach

Lessens the usefulness and mars the happiness of life.

It's a weak stomach, a stomach that can not properly perform its functions.

Among its symptoms are distress after eating, nausea between meals, heartburn, belching, vomiting, flatulence and nervous headache.

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## Exhalations.

There's enough patriotic spirit generated and breathed out upon the world on these birthday anniversaries to accomplish the revivifying of National life which is being so loudly called for. The only trouble is that it is wasted in being always breathed out instead of being breathed in where it would do the most good.—*Haverhill Gazette*.

## His Honeymoon Feeling.

"Jedge," said the old colored citizen, "how much fer a license ter git married?" "Want it for yourself?"

"Yes, suh. You see, I gettin' mighty old now."

"That's evident. Then, why do you wish to marry?"

"Well, jedge, ter tell de truth, somebody gimme a long coat, a linen collar, en a walkin' cane, en I knows a 'oman what says she kin make a livin' fer me, en I feels des lak' a honeymoon!"—*Atlanta Constitution*.

## Almost All.

"None of these will do," said the shopper, who was looking for half hose for her husband.

"I'm sorry, ma'am," replied the weary salesman.

"Well," said she, peering over the counter, "are you sure I've seen all you have?"

"All except the pair I have on, ma'am," replied the salesman, blushing.—*Philadelphia Press*.

## Sinful Strawberries.

On a recent Monday morning the pastor of a church in Virginia was the recipient of a basket of strawberries brought to him by a little girl of the parish.

"Thank you very much, my dear," said the minister. "These berries are as fine as any I've ever seen. I hope, however, that you did not gather them yesterday—the Sabbath."

"No, sir," replied the child. "I picked 'em early this mornin', but they was a-growin' all day yesterday."—*Harper's Weekly*.

## Local Color.

"Hiram," said Mrs. Corntassel, "what makes you say 'By gosh' so much and wear your trousers in your boots?"

"I'm rehearsin'," answered the farmer, "for the benefit of the summer boarders who are comin' next week. If some of us don't talk that way they won't think we're real country folks like they've been readin' about."—*Washington Star*.

## Her Quiet Reproach.

Admiral Capps, in an address to a temperance society, told how drink had once caused the downfall of a brave soldier.

In the course of the sad story he said:

"Sometimes, after a debauch, the man would be repentant, humble. He would promise his wife to do better; but, alas, the years taught her the barrenness of all such promises.

"One night, when he was getting to be an old man—a prematurely old man, thin-limbed, stoop-shouldered, with red-rimmed eyes—he said to his wife sadly:

"'You're a clever woman, Jenny; a courageous, active, good woman. You should have married a better man than I am, dear.'"

"She looked at him, and, thinking of what he once had been, she answered in a quiet voice:

"'I did, James.'"—*Kansas City Journal*.

## Rest and Health for Mother and Child.

Mrs. WINSLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS of MOTHERS for THEIR CHILDREN WHILE TEETHING PAINFUL TEETH. SOOTHES THE SORE CHILD, SOFTENS THE GUMS, ALLAYS ALL PAIN, CURES INFLAMMATION, and is the best remedy for DIARRHEA. Sold by druggists in every part of the world. Be sure to ask for "Mrs. Winslow's Soothing Syrup." And take no other kind. Twenty-five cents a bottle.

**What She Used It For.**

At a certain hotel in the Northwest a woman came down from upstairs and asked the clerk if she could get a glass of water.

"Why, certainly, madam," said he, filling up a glass for her.

Two minutes later she was back.

"I don't like to trouble you," she said, "but could I get another glass of water?"

"No trouble at all, madam," said the clerk, handing her another glass.

In about two minutes she appeared again.

"Certainly, madam," said the affable clerk; "but may I inquire what you are doing with so much water?"

"I know you will just scream when I tell you," said the woman; "I'm trying to put out a fire in my room!"—*Harpers' Monthly Magazine*.

**He was an R. W.**

"What is your name?" asked a clerk in the office of the county treasurer, where a citizen of the town had called to pay his taxes.

"R. W. Swackhammer," was the reply.

"What do the initials R. W. stand for?"

"They stand for 'R. W.'—that's all. I never use anything but the initials in signing my name."

"But your parents didn't name you 'R. W.' did they?"

"No, sir."

"Then why don't you use your full name?"

"Because I am ashamed to."

"Ashamed? Were you named for some scalawag?"

"No, sir. I was named for a great man."

"I see," said the clerk, who may have been something of a mind reader. "You were named for Ralph Waldo Emerson."

"Well, suppose I was?"

The clerk grew indignant.

"The idea of your being ashamed of that name!" he exclaimed. "Don't you know, sir, that Ralph Waldo Emerson was one of the greatest and best men this country ever produced?"

"Of course I know it. Didn't I say he was a great man? But if you were in my place, how would you like to have people think, when they heard somebody calling you Ralph Waldo, 'Well, that's a mighty big name for a little, bald-headed old livery-stable keeper, with a pair of cross-eyes and a wart on his nose—and Swackhammer for a last name!'"—*Youth's Companion*.

**A Difficult Limerick.**

There was an old mount named Vesuvius;  
It threw out most deadly effluvia  
(I might find one more rhyme  
If I looked a long time  
But I'll fall back again on Vesuvius.)  
—*Kansas City Star*.

There's surely a rhyme for Vesuvius—  
Our ancient friend, Jupiter Pluvius—  
Should he turn on his spout  
There's no longer a doubt  
That he'd drown all the fires of Vesuvius.  
—*Brooklyn Eagle*.

**A Song of Trouble.**

Troubles daily seem to thicken,  
Life's a melancholy song,  
Half the world is always kickin'  
'Cause the other half does wrong.  
—*Philadelphia Press*.

**From Arkansaw.**

A man from Hot Springs, Arkansas,  
Fell out with his mother-in-las;  
He took too much liquor  
And threatened to kiquor,  
But she struck him a blow on the jas.  
—*New York Times*.

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**Miscellany.**

There is said to be a dearth of candidates for the Rhodes scholarships. As the places are left vacant by graduates few young men are applying for the examinations.

About one hundred and forty teachers of Oxford County, Ontario, made an excursion to the McDonald Institute at Guelph, Ontario, on May 31 and June 1.

The fine collection of Lincoln and of Thackeray manuscripts owned by Major William H. Lambert, of Philadelphia, has just been destroyed by fire. Fortunately much of his best Lincoln material Major Lambert had allowed to be reproduced for the first time in the articles on "Lincoln the Lawyer" by Frederick Trevor Hill, which have just been appearing in *The Century* and will be issued in book form in the autumn.Messrs. Thomas Y. Crowell & Co. have in press a new book by Charles F. Dole, entitled "The Spirit of Democracy," which critics have pronounced one of the clearest and most searching studies of popular government that has ever been presented. Mr. Dole's attitude is that of an impartial analyst in search of causes or possible remedies for certain present-day conditions, such as pauperism, suffrage, immigration, taxation, and party politics. His book appeared serially, during the past winter, in the *Springfield Republican*, where it attracted wide attention. Inquiries for the completed work have come from Manitoba, California, and other distant points.Since agriculture is a fundamental and essential occupation, the reasons leading young men of the present day to choose or set aside farming as their life-work, are of vital and far-reaching interest. What these reasons are, in the main, is the subject of an article in the July *Century*, by L. H. Bailey, Director of the College of Agriculture, Cornell University. In gathering his data, Professor Bailey addressed letters to all students of Cornell University outside the College of Agriculture who, he had reason to believe, were born in the country, asking, among other leading questions, whether the young man intended following other business than farming, and if so, why. For the July *Century* he has prepared a summary of one hundred and fifty-five replies received, a presentation of facts of unusual interest and value.

Mayor McCarthy, of Richmond, Va., in his message to the common council, called attention to the need in that city for the more careful training of children in the art of reading. He also recommended the presence of two teachers in each school-room, the wiser, more experienced, and more competent of the two to be in personal contact with the children.

A favorable report has been voted in the Massachusetts legislature on the bill providing for the establishment of an industrial education commission.

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